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ABBOT ACADEMY

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# ABBOT ACADEMY

ANDOVER, MASS.

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1926—1927



ABBOT ACADEMY  
ANDOVER, MASSACHUSETTS

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CIRCULAR OF INFORMATION

FOR

1926-1927

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ANDOVER  
1926

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# CALENDAR

1926-1927

1926

June 8, Tuesday School year ends

Summer Vacation

September 21, Tuesday, before 6 P.M. Registration for entering students who take examinations.

September 22, Wednesday, Registration, day students, 9 A.M.  
Examinations for entering students  
Registration, boarding students, before 6 P.M.

September 23, Thursday. Chapel exercises, 9 A.M. Fall term begins  
Classification of students

November 25, Thursday Thanksgiving Day

December 16, Thursday Fall term ends

Christmas Vacation

1927

January 5, Wednesday. Registration, boarding students, before 6 P.M.

January 6, Thursday, Chapel Exercises 8.30 A.M. Winter term begins

January 29, Saturday First semester ends

March 24, Thursday, 12 M. Winter term ends

Spring Vacation

April 6, Wednesday. Registration, boarding students, before 6 P.M.

April 7, Thursday, Chapel Exercises 8.30 A.M. Spring term begins

June 14, Tuesday School year ends

## TRUSTEES

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THE HON. MARCUS MORTON, <i>President</i>	<i>Boston</i>
BURTON SANDERSON FLAGG, A.B., <i>Treasurer</i>	<i>Andover</i>
EDWARD BARTON CHAPIN, A.B., <i>Clerk</i>	<i>Andover</i>
MRS. JOHN WESLEY CHURCHILL	<i>Andover</i>
GEORGE FERGUSON SMITH, A.B.	<i>Brookline</i>
THE REV. MARKHAM WINSLOW STACKPOLE	<i>Milton</i>
THE REV. CHARLES HERRICK CUTLER, D.D.	<i>Waban</i>
THE REV. CHARLES HENRY OLIPHANT	<i>Methuen</i>
MISS BERTHA BAILEY, Sc.B.	<i>Andover</i>
MRS. ANNA NETTLETON MILES	<i>New York</i>
PRESIDENT ELLEN FITZ PENDLETON, M.A., Litt.D., LL.D.	<i>Wellesley College</i>
IRVING SOUTHWORTH, A.B.	<i>Andover</i>



# FACULTY

1925-1926

BERTHA BAILEY, Sc.B., *Principal*

Psychology, Ethics, Christian Theism

REV. CHARLES H. OLIPHANT

Lectures, Christian Theism

KATHERINE ROXANNA KELSEY, *Assistant Principal*

Mathematics

NELLIE MARIA MASON

Physics, Chemistry

REBEKAH MUNROE CHICKERING, A.B.

History, English

JOSEPHINE HAMMOND, Sc.B.

Literature, History of Art

MARY ETHEL BANCROFT, A.B.

English

OCTAVIA WHITING MATHEWS, A.B.

Bible, Spanish

HELEN DUNFORD ROBINSON, A.B.

Latin

CAMILLA MOSES, A.B.

Latin

BERTHA ADELINE GRIMES, A. B.

Chemistry, Biology, Household Science

RUTH STEPHENS BAKER, A.M.

French and German

MARIE DE LA NIEPCE CRAIG (Mrs.)

French

HELEN DEARBORN BEAN, A.B.

History

HELEN FRANCES BURT, Sc.B.

Mathematics, Astronomy, Geology

MARIE ODILE RIEST (Mrs.), BAC.L.PH.

French

DORIS McDUFFEE, A.B.

Latin, Mathematics

MARY CARPENTER

Physical Education

EDNA BARRETT MANSHIP

Rhythmic Dancing

BERTHA MORGAN GRAY (Mrs.)

Vocal Expression

WALTER EDWARD HOWE, Mus.B.

Choral Music, Pianoforte, Organ, Theory of Music

KATE FRISKIN

Pianoforte, Theory of Music

RUTH THAYER BURNHAM (Mrs.)

Vocal Music

MARIE NICHOLS

Violin

RUTH MASTERS

Violoncello

BEATRICE WHITNEY VAN NESS (Mrs.)

Drawing, Painting

FANNY BIGELOW JENKS, A.B.

Secretary to the Principal

JEAN HOPE BAYNES

Financial Secretary

DOROTHY HOPKINS, Sc.B. Librarian, Curator of John-Esther Gallery

FLORENCE BUTTERFIELD

House Superintendent

HELEN DEARBORN BEAN, A.B. }

In charge of Draper Homestead

KATE FRISKIN }

In charge of Sherman Cottage

RUTH STEPHENS BAKER, A.M.

MARY BISHOP PUTNAM

In charge of Sunset Lodge, Supervisor of Cottages

CHARLOTTE JOHNSON, R.N. Resident Nurse, In charge of Infirmary

MARION CURTIS LITTLEFIELD, M.D.

Examining Physician

JANE BRODIE CARPENTER, A.M.

Keeper of Alumnae Records

## LECTURES AND PLAYS

- MR. NATHAN D. CANTERBURY of Boston.  
 "Forestry." April 27, 1925.  
 MISS MARJORIE GREEN of Boston.  
 "Occupational Therapy." May 2, 1925.  
 MR. ALDEN G. ALLEY of Boston.  
 "International Coöperation." Oct. 17, 1925.  
 MR. WILLIAM W. ELLSWORTH of New York.  
 "Queen Elizabeth and Her Times." Nov. 30, 1925.  
 "The English Bible." Dec. 1, 1925.  
 MRS. ARTHUR JOHN HOPKINS of Amherst.  
 "Egypt." Nov. 19, 1925.  
 MISS HELEN FRASER of London.  
 "Art in Citizenship." Jan. 14, 1926.  
 MRS. BERTHA MORGAN GRAY of Boston.  
 "The Dawn of a Tomorrow." Feb. 16, 1926.  
 MR. B. R. BAUMGARDT.  
 "The Frontiers of the Universe." Feb. 26, 1926.

## CONCERTS

- FACULTY RECITAL. May 5, 1925.  
 PROFESSOR WALTER EDWARD HOWE and Miss KATE FRISKIN, Brahms'  
 Third Symphony. May 9, 1925.  
 MRS. RUTH THAYER BURNHAM, Contralto. May 19, 1925.  
 PROFESSOR WALTER EDWARD HOWE. October 27, 1925.  
 FACULTY RECITAL. November 10, 1925.  
 MISS SUZANNE KEENER, Soprano. December 5, 1925.  
 MR. ALEXANDER BLACKMAN, Violinist; MR. ARTHUR BASSETT, Pianist.  
 January 9, 1926.  
 MISS KATE FRISKIN, Pianist. February 9, 1926.  
 MRS. BEATRICE WHITNEY HARPHAM, Contralto. March 13, 1926.  
 MISS MARIE NICHOLS, Violinist. April 27, 1926.

## SPEAKERS

- |  |                                 |
|--|---------------------------------|
| REV. CHARLES H. OLIPHANT                   | MRS. MAKI VORIES                |
| PRESIDENT CLARENCE A. BARBOUR, D.D., LL.D. | REV. CHARLES H. CUTLER, D.D.    |
| MISS MARY LORD                             | MRS. FRANKLIN WARNER            |
| MISS MARION COATS                          | REV. ARTHUR C. MCGIFFERT        |
| MISS KATHERINE R. KELSEY                   | MRS. EDITH MCCLURE PATTERSON    |
| REV. J. EDGAR PARK, D.D.                   | MISS JOSEPHINE HAMMOND          |
| MISS MARGARET SLATTERY                     | REV. FLETCHER PARKER            |
| REV. SIDNEY LOVETT                         | REV. FREDERICK A. WILSON, D.D.  |
| REV. EDMUND A. BURNHAM, D.D.               | MISS MARY C. WIGGIN             |
| MISS MARY CARPENTER                        | MRS. LUCIA AMES MEAD            |
| REV. MARKHAM W. STACKPOLE                  | MRS. ARTHUR BROOKS              |
| REV. CHARLES W. HENRY                      | MISS ELIZABETH ROSS             |
| REV. RALPH HARLOW                          | PRESIDENT BENJAMIN T. MARSHALL, |
| MARION C. LITTLEFIELD, M.D.                | D.D.                            |
| MISS MARY TAYLOR BLAUVELT                  |                                 |

# ABBOT ACADEMY

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## HISTORY

Andover, on a hill-top overlooking the Shawsheen River and the Merrimack valley, was among the first New England settlements. Years of dignified and gracious living are registered in the substantial and attractive Colonial homes throughout this region. With the establishment of Phillips Academy shortly after the Revolutionary war, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary, and Abbot Academy were founded. All these schools attracted to the little New England village those who cared for culture and education.

Abbot Academy was a pioneer in education for women. Founded in 1829 by the citizens of Andover, with far-sighted wisdom, for others besides their own daughters, it was the earliest incorporated school for girls in New England. From the very first, pupils from beyond the immediate vicinity took advantage of the unusual training thus afforded, relatively as important as the college education of today.

The school has a rich heritage in its history and traditions. Men and women of earnest purpose, working devotedly to uphold the dignity and nobility of educational ideals, have wrought their very lives into the fabric of the institution. The early trustees, men of weight in the community, of intellectual and practical wisdom, laid foundations broad and deep. In the constitution which they drew up, their high purpose was clearly stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." Able and respected men and women, many of them of wide reputation, have nobly kept

up the succession, generously giving their serious consideration to the larger policies of the school.

In the more intimate relation of teacher, fine minds and strong, true characters have left their impress on hundreds of girls, with a resulting cumulative influence for good impossible to measure.

During the middle period of its history, the long administration of Miss Philena McKeen, 1859-1892, the school became widely known and honored. The later period has been one of expansion and development, materially and educationally speaking. The plant has been enlarged by additional buildings and more adequate equipment, the teaching force has grown and the curriculum has been broadened as the times have required. One such natural change was the introduction, about 1900, of the college preparatory work, which has attracted an increasing number of students. At the same time, the thorough and advanced training of young women, through cultural and practical studies, in the academic course, remains the basic purpose of the school.

In the early days, Abbot Academy girls became for the most part teachers, or wives of ministers and doctors, the educated men of the period. Today, in natural consequence of advanced study in collegiate and technical institutions, they ably fill positions of many kinds,—practical, professional, administrative. Though their ability has thus found more varied forms of expression, yet the same spirit of earnest devotion to the real values of life is manifest. A great element of strength in the school today is the assurance of the affection and loyal interest of this body of women, scattered as they are in places of influence all over the world.

## SURROUNDINGS

Even in picturesque New England, the little town of Andover is singularly attractive. From its hill-top one looks out over the Merrimack valley to Monadnock and Wachusett, in the glow of the radiant sunsets for which

this region is famed. The rolling hills on every hand hold in their hollows charming lakes. Excellent roads lead to the mountains on the north, to the North Shore, near at hand, and to Boston on the south, which is within twenty-three miles by the Boston and Maine railroad. The opportunities of Boston are easily available for concerts, lectures, plays, and for visits to museums, art galleries and libraries. The broad streets of the village with their arching trees, the simple, dignified homes, the busy valley with its wheels always turning, the woods and hills and lakes have an enduring influence on the young girls who work and play and dream here through the years of school life.

The town is well-ordered. It has a pure and abundant water supply, adequate fire protection, excellent public schools, and strong, well-supported churches.

The school grounds are twenty-three acres in extent, with well-kept lawns, walks and gardens. They include a beautiful grove, and afford ample space for outdoor sports.

## EQUIPMENT

Abbot Academy is distinguished, even among the well-established schools of the vicinity, for its notable equipment. Its larger buildings are substantially constructed of brick and are specially planned for their present uses. All buildings are lighted by electricity, and almost all of them are heated from a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and laboratories for Physics, Chemistry, Biology and Geology, and Household Science. These laboratories are roomy and generously supplied with apparatus.



DRAPER HALL, first used in 1890, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains Art Studios on the fourth floor, Music Studios on the third, a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

McKEEN MEMORIAL HALL was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains a hall of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used as an audience-room, and as a gymnasium. In Davis Hall is an organ, presented to the school in 1912 by Mrs. Dorothy Davis Rimmer, a granddaughter of Mr. George L. Davis. A recent gift of Mrs. Rimmer has made possible the enlargement of this organ. When rebuilt, as it will be during the summer of 1926, it will be a three-manual organ, comprising thirty-four speaking stops, including the harp and chimes. Below the gymnasium are shower-baths with dressing-rooms and lockers, and a room for the physical director. The rest of the building has class-rooms, a large study hall for day scholars, and a dressing-room for their use. The arrange-

ments for seating, ventilation, heating and lighting are of the most approved type.

THE JOHN-ESTHER ART GALLERY, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, completed in 1914, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honor of the late Mrs. John Phelps Taylor of Andover, a warm friend and benefactor of the school.

THREE ATTRACTIVE COTTAGES are used as residence houses for students. Sherman Cottage, opened in 1915, and the Draper Homestead and Sunset Lodge, opened in 1918-19, have places for thirty-six students. These houses are all conveniently near to Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

THE SCHOOL LAUNDRY is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also offers space for storage.

## LIBRARY

The Academy Library, of about six thousand volumes, is well equipped with books for the study of philosophy, English, French, German and Spanish literature, history,

biography, and social science, religion, natural science and art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of books on Biblical history and literature. There is an excellent working collection of reference books. New books are added each year to every department. The reading-room of the library is supplied with the important American and foreign periodicals and New York and Boston daily papers.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at church service on Sunday morning is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out-of-town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through it, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to Hampton Institute, to the Andover Guild, and to Country Week. Generous gifts have also been made to the Student Friendship Fund, to the education in this country of Serbian students, and to other causes. In recent years a delegation has been sent annually to the Student Conference at Northfield. Conference classes, under student leaders, are held each week, for the discussion of present-day problems. Devotional meetings are held each week. The Christian Association has also a re-



sponsibility for the social life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship among the students.

## LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

## EXCURSIONS

Andover is situated in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem and Marblehead, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

## HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse is in residence and has constant oversight over the health of the students. Skillful physicians are close at hand, and are quickly available in case of need.

The Antoinette Hall Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of

rest for faculty and students, and proves its value in preventing serious illness.

*It is earnestly requested that no eatables except fresh fruit be sent to students at any time except by special permission previously obtained from the Principal. Thanksgiving boxes are not permitted.*

## DRESS

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. Each girl should have at least one blue serge "Peter Thomson" suit and one white dress of any simple material and style. These are used for occasions upon which it is desirable to have the school in uniform dress, and they are also generally useful. Plainly made washable gowns may be worn for school during warm weather. Cotton gowns of white or light colors, or afternoon gowns, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must be modestly cut, and sleeves must come at least to the elbow. Middy "sport" blouses are used for gymnasium and sports only. A tailored suit or one-piece gown is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. Fur coats should not be worn for school or ordinary exercise. A heavy sweater is useful for sports. Proper walking-shoes with broad, low heels, must be supplied for ordinary wear, and warm stockings must be worn during cold weather. Silk stockings are unsuitable for school wear. High heels may not be worn. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered

through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

## STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, wash-stand with separate toilet-set for each girl, a small writing-table, two straight chairs, and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, wash-stand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six table napkins, six sheets, six pillow-cases (20 x 32 inches) and extra blankets. A counterpane and one pair of blankets are furnished by the school. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with woven or printed name-tapes bearing her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. A balance of at least five dollars must be left in the bank to each student's credit over the short vacations. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel. Parents are urged to coöperate with the school in this matter, and to supervise their daughters' expenditure.

## INTELLIGENCE TESTS

The school has for several years given Intelligence Tests. In 1925-26, the Terman Test and the Otis Advanced Test were used. The Haggerty Reading Test has also been given. Through the results of these tests, it is possible to recognize early in the year the student of superior ability and to hold her to a high standard of scholarship; and, on the other hand, it is possible to meet intelligently the needs of the slower student and to furnish her such assistance as she may need.

## PHYSICAL EXAMINATION

A physical examination is made by the examining physician of the school before a student is permitted to engage in active sports or heavy gymnastics. The fee for this examination is one dollar.

## REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it.* Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for registration, except by special arrangement.

No requests should be made for leave of absence immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

A written note of permission must be sent to the Principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory. Leave of absence is not given for dances.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.



Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will be granted only on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

## SOCIETIES

### "ODEON"

The Odeon Society is composed of twelve students, chosen from those members of the school who have shown special interest and ability in the study of literature and in literary expression. The object of its members is to become more familiar with the work of writers of distinction, and to develop power of expression through papers written for the society.

### "Q. E. D."

"Q. E. D." is the name of a society composed of twelve students, chosen from those members of the school who have shown special interest in history, politics and current events. Its object is, through reading and through discussion of current events, to develop understanding of world affairs, ability to speak to a point, and courage to defend an opinion.

### "A. D. S."

The Abbot Dramatic Society is a group of twelve students, who are specially interested in dramatic interpretation. Its members study and present plays, classic and modern.

### "PHILOMATHEIA"

Philomatheia is composed of students whose major interest is in scientific subjects. They follow the progress of scientific research, and share with the school information of importance concerning the advance of science. This society also has twelve members.

### "LES BEAUX ARTS"

As its name indicates, the group of girls in this recently formed society has art as a special interest. They propose for themselves the object: to discover what in a masterpiece makes it a work of art.

New members of these organizations are elected by the societies from lists recommended by the faculty. Each society has a faculty adviser.

It is the object of each society to increase interest in its chosen line of work, not only among its members, but throughout the school.

### "COURANT" AND "CIRCLE"

"The Abbot Courant" is the school magazine, published in January and June. "The Abbot Circle" is the annual classbook. Courant and Circle Boards are chosen from members of the school recommended for their ability in written English. They edit and direct the publication of these periodicals.

### "FIDELIO"

The Fidelio Society is the school choir. Its members are chosen by the Director of Music from the best qualified students for the purpose of studying choral music and part singing. This society sings at special services and occasions throughout the year, and at Commencement time.

### THE "A" SOCIETY

The "A" Society is an organization composed of all students to whom "A's" have been awarded. "A's" are of two classes: "Athletic A's" and "Honor A's".

"Athletic A's" are awarded to students elected to the school teams which play Bradford Academy on the annual Field Day. These students must have a satisfactory record in scholarship, and must show by good conduct and coöperation that they stand for high standards of school life. "Athletic A's" are awarded by the Athletic Board with the approval of the Principal.

The "Honor A" is the highest honor awarded by the school. It is given to those students who have taken part with good spirit in athletics, who have worked faithfully and have maintained a good scholastic average, and who have shown qualities of character and of leadership which promise to make them in later years worthy representatives of Abbot Academy.

"Honor A's" are awarded to students by the combined vote of the Representative Committee of Student Council and of the Faculty.

#### CUM LAUDE SOCIETY

A chapter of the "Cum Laude" Society has recently been formed at the Academy. This Society bears the same relation to the secondary schools that Phi Beta Kappa bears to the Colleges. It is hoped that through this recognition of scholastic ability, scholarship may be further encouraged.

#### SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent coöperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge,



through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student prove untrustworthy, it would seem more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school might be severed, even were there no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## HOTEL ACCOMMODATIONS

The Phillips Inn, Chapel Street, Andover, and Shawsheen Manor, Shawsheen Village, Andover, offer comfortable accommodations for visitors. Rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

# COURSES OF STUDY

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## ADMISSION

For admission to the Academy, English grammar, geography, arithmetic and United States history must have been completed as required for entrance to high school. The regular course requires five years, but more time may be needed if extra time is given to music, or drawing and painting. With the approval of the Principal, pupils may enter classes as they are prepared for them.

Inasmuch as the work of the school has been handicapped by notable deficiencies in the elementary work of students, all entering students will be examined on the elements of arithmetic, including common and decimal fractions, the elements of English grammar, spelling, and hand-writing. Students who are deficient in these fundamentals must be tutored at regular rates. Regents' examinations will be accepted as evidence of the completion of grammar school work, without farther tests.

In general, credentials from other schools will be accepted for high school work. Students must be examined for admission to the Senior Class, and to classes in modern language. Candidates for admission to the Academic Senior class must be examined in English and English Literature, in physics or chemistry and in one foreign language. Candidates for admission to the College Preparatory Senior Class must present evidence of satisfactory work during the earlier years of their course, and must be examined on subjects which they wish to continue during the last year of the course. Their applications will be received only with the understanding that, if they fail to pass these examinations, more than one year must be allowed for the completion of college preparation. Students who are to take

examinations should present themselves at the Academy on the day before the regular registration day. Preliminary College Board entrance examinations may be accepted instead of examinations given by the school.

Only a limited number of new students will be permitted to enter the last year of college preparatory work. Students must accept our requirements for college preparation.

## APPLICATION

The application and credential blanks in the back of the circular should be filled in, signed, and sent to the Principal. At the same time, letters of recommendation should be sent to the school by the principal of the school last attended and by the pastor of the church attended by the applicant. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

## ACADEMIC COURSE

The Academic Course provides thorough general training.

Not less than nineteen units of work must be completed in this course. These must include English I, II, III, English Literature and English IV, General Literature and English V, four years of foreign language, including Latin I and II, Algebra, Plane Geometry, English History, Ancient History, General Science, Biology, either Physics or Chemistry, Philosophy, Modern European History, one-half unit, and History of Art, one-half unit. In addition to these, students are required to take Choral Music, and Physical Training during each year of the course, Bible each year except the first, and at least two years of work in Art and in Reading

and Speaking, and one year of Musical Appreciation. Superior work in Music or in Art may be given credit by vote of the Faculty.

## TWO-YEAR COURSE

Graduates of accredited secondary schools will be received for two years of advanced work. Satisfactory evidence must be presented of ability to pursue the courses chosen.

The work presented for entrance must include four years of English, four years of foreign language, two of which must be Latin, one year of Algebra, one year of Plane Geometry, one year of science, with laboratory work, and one year of History. If any of these subjects have been omitted from the earlier course they may be included in the advanced work, if satisfactory equivalents are presented for entrance.

Not less than seventeen periods a week of prepared work must be taken during each year of this course. The following subjects are required:

English Literature, including one period a week of English composition;

General Literature, including one period a week of English composition;

Philosophy: Psychology, Ethics and Theism; Bible;

History of Art (History of Music may be substituted for the Music Certificate);

Modern European History.

Physics or Chemistry.

The remaining subjects may be chosen from the following electives:

Foreign Language: Latin, French, German, Spanish;

Science: Physics, Chemistry, Astronomy (one-half unit), Geology (one-half unit), Survey of Science (one-half unit);

History: Ancient, Mediaeval, American, Current History; Economics;

Masters of English Prose;

Household Science I and II;  
Music History, Music Theory.

In addition to the prepared work every student is required to take choral music, musical appreciation, and physical education.

Unusual opportunities are offered for both elementary and advanced work in art, music, and vocal expression. Superior work in art or music may be given credit by vote of the Faculty.

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A group of music electives, including history of music, ear training, and theory and composition, is offered, which, in connection with two years of technical study in instrument and voice, entitles a student to a certificate in music, provided she has also successfully completed the other work required for the diploma. These electives are open only to students in the Two-Year Course and in the senior middle and senior years of the Academic Course.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

No student will be promoted if her yearly average falls below C in more than two subjects during any year of her course. A senior whose yearly average falls below C in more than two subjects will not receive the diploma of the school.

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all the principal colleges for women.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the

school is prepared to certificate in the fifteen points required for college entrance, or to recommend for examination in the fifteen points required for college entrance by the leading women's colleges. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done here, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

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Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in physical education.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

A diploma will not be given for one year's work in the school except in the case of excellence in scholarship.



# STUDY PROGRAM

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## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Reading and Speaking	(1)
Latin I	(5)	Art	(1)
Algebra I	(5)	Chorus Singing	(1)
General Science	(3)	Musical Appreciation	(1)
		Physical Education	(2)

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Chorus Singing	(1)
Latin II A or B	(5)	Musical Appreciation	(1)
Geometry	(4)	Reading and Speaking	(1)
English History	(4)	Art	(1)
		Physical Education	(2)
		Bible I	(1)

## JUNIOR MIDDLE YEAR

### ACADEMIC

### COLLEGE PREPARATORY

English III	(4)	English III	(4)
French, German, Spanish or Latin	(5)	Latin III	(5)
Biology	(4)	French, German or Spanish	(5)
Ancient History	(4)	Ancient History	(4)
Bible II	(1)	Algebra II	(2)
Art	(1)	Bible II	(1)
Reading and Speaking	(1)	Art	(1)
Chorus Singing	(1)	Reading and Speaking	(1)
Musical Appreciation	(1)	Chorus Singing	(1)
Physical Education	(2)	Musical Appreciation	(1)
		Physical Education	(2)

## SENIOR MIDDLE YEAR

### ACADEMIC AND TWO-YEAR COURSE

### COLLEGE PREPARATORY COURSE

<i>Required Courses</i>			
English IV	(1)	College English I	(4)
English Literature	(4)	Physics	(4)
Physics or Chemistry	(4)	Laboratory	(4)
Laboratory	(4)	History	(4)
French, German or Spanish	(5)	Latin V	(5)
Bible III	(1)	Bible III	(1)
Chorus Singing	(1)	French, German or Spanish	(5)
Musical Appreciation	(1)		
Physical Education	(2)		

# ACADEMIC AND TWO-YEAR COURSE

## *Elective Courses*

History:	
American or Mediaeval	(4)
Economics	(2)
Science:	
Astronomy, 1st semester	(4)
Geology, 2nd semester	(4)
Survey of Science	(2)
Household Science	(2)
Laboratory	(2)
Art	(1)
Reading and Speaking	(1)
History of Music	(2)
Theory of Music	(3)

(Continued)

# COLLEGE PREPARATORY COURSE

Chorus Singing	(1)
Musical Appreciation	(1)
Physical Education	(2)

## SENIOR YEAR

### ACADEMIC *Required Courses*

English V	(1)
General Literature	(3)
Philosophy	(4)
Psychology (1st semester)	
Ethics } (2nd semester)	
Theism }	
Modern European History	(2)
History of Art	(2)
Bible	(1)
Chorus Singing	(1)

### *Elective*

Literature — Masters of English	
Prose	(2)
Language	
Latin	(5)
French	
German	
Spanish	
History:	
American	(4)
Mediaeval	(4)
Current History	(2)
Science:	(4)
Astronomy (1st semester)	(4)
Geology (2nd semester)	(4)
Survey of Science	(2)
Economics	(2)
House Science I or II	(2)
Laboratory	(2)
History of Music	(2)
Theory of Music	(3)

### COLLEGE PREPARATORY

College English II	(4)
Review Mathematics	(5)
Latin V	(5)
French, German, Spanish	(5)
or History	(4)
or Physics	(4)
with laboratory	(4)



## DEPARTMENTS

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*The courses of study are described as offered during the year 1925-1926. They are subject to change.*

### ENGLISH

Instruction in written and spoken English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write effectively; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

*Word Study.*

*Grammar* — Davis, "Practical Exercises in English."

*Composition* — Weekly themes; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "Enlarged Practice Book".

*Literature* — Selected readings. In 1925-1926 these included Scott, "Ivanhoe", and "The Lady of the Lake"; Irving, "The Sketchbook"; Shakespeare, "The Merchant of Venice"; Cooper, "The Spy"; Macaulay, "Lays of Ancient Rome".

ENGLISH II. 4 periods a week.

*Grammar and Rhetoric* — Ward, "Junior English Grammar".

*Composition* — Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

*Literature* — Selected readings. In 1925-1926, these included: Shakespeare, "Twelfth Night"; Irving, "Old Christmas"; Addison, "The Sir Roger de Coverley Papers";

Scottish and English Ballads; Scott, "The Talisman" and "Marmion"; George Eliot, "Silas Marner"; Hawthorne, "House of Seven Gables"; Tennyson, "The Idylls of the King".

ENGLISH III. 3 periods a week.

*Grammar.*

*Composition* — Paragraph-structure, construction of the theme, versification. Weekly long themes. Reports of current events. Leonard and Fuess, "Good Writing".

*Literature* — Selected readings. In 1925-1926, these included: Shakespeare, "Richard II"; Gayley, "Classic Myths"; Palmer, Translation of "The Odyssey"; Tennyson, Poems based on Greek Legends; Dickens, "Tale of Two Cities"; Stevenson, "Virginibus Puerisque"; Lockhart's "Life of Scott"; Scott, "Rob Roy".

ENGLISH IV.

*Literature* — 4 periods a week.

Historical and critical study of English Literature, based on Long's "History of English Literature," and the reading of typical masterpieces of the successive periods.

*Composition* — 1 period a week. Themes, oral and written, criticism, versification. Brooks, Composition, Book Two; Précis Writing."

ENGLISH V.

*Literature* — 3 periods a week.

A course in general literature, based on the study of representative classics of the world (in translation). "Literature of the World," Richardson and Owen, "Chief European Dramatists"; Palmer, "Odyssey of Homer"; Dante, "Vision"; Goethe, "Faust"; Novels, Poems, Plays, and Essays of the Nineteenth and Twentieth Centuries.

*Composition* — 1 period a week. Themes, oral and written, and study of written structures — the Poem, the Essay, the Novel, the Play. Greenough and Hersey, "English Composition; Précis Writing."

*Masters of English Prose.* One year, two periods a week.

A course open to advanced students only, offering an intensive and critical study of the best work of English and American prose writers.

#### COLLEGE PREPARATORY.

A special college preparatory course in English is given in the Senior Middle and Senior years, following the first three years' work in English. This course is based on the requirement in English adopted by the Commission of New England Colleges. Students are prepared for the comprehensive form of examination.

In the Senior-Middle year, there is a review of grammar, in both years drill in the mechanics of composition, paraphrasing, and *précis*-writing. Original composition in prose and poetry is encouraged, but stress is put on clear exposition, outlining, and simple argumentation. The aim both in reading and writing is to develop accuracy and power of independent thinking.

### L A T I N

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write accurate Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

LATIN I. 5 periods a week.

*Grammar* — Collar and Daniell, "First Year Latin".

LATIN II A. College Preparatory. 5 periods a week.

*Reading* — Caesar, 4 books or equivalent. Bennett, "Gallic War".

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".

*Vocabulary* — S. Dwight Arms, "Latin Dictionary" (550 words).

LATIN II B. Academic. 5 periods a week.

*Reading* — Sanford and Scott, "Junior Latin Reader".

*Reading* — Selections from Nepos's "Lives".

*Grammar* — Regents' Questions and Answers.

LATIN III. For students devoting five years to college preparation. 5 periods a week.

*Reading* — Selections from Cicero.

*Composition* — Baker and Inglis, "Latin Composition, Part I."

*Grammar* — Regents' Questions and Answers.

LATIN IV. 5 periods a week.

*Reading* — Cicero, 7 orations. Tunstall, "Select Oration of Cicero".

*Composition* — Baker and Inglis, "Latin Composition, Part II".

*Grammar* — Allen and Greenough, "Latin Grammar".

LATIN V. 5 periods a week.

*Reading* — Vergil, 4 books. Fairclough and Brown, "Vergil's Aeneid". Ovid, Allen and Greenough, "Selections from Ovid". Frequent translation at sight from such authors as: Vergil, Ovid, and Cicero.

*Composition* — Baker and Inglis, "Latin Composition, Part III". Prose at sight from examinations given by the College Entrance Examination Board and by individual colleges.

*Grammar* — Allen and Greenough, "Latin Grammar".

## F R E N C H

5 periods a week.

French is the language of the class-room in so far as is practicable. Opportunity for French conversation is given at the French table. Frequently, a French play is produced in the spring by members of the department. In 1926 "La Comedie de Celui qui épousa une Femme Muette" was given.

## FRENCH I.

*Grammar* — Chapuzet and Daniells, "Mes Premiers Pas en Français."

*Reading and Composition* — François, "Essentials of French".

*Reading* — Books such as the following are read: Méras and Roth, "Petits Contes de France"; François and Giroud, "Simple French"; Malot, "Sans Famille"; Lavissee, "Histoire de France"; Barnes, "Histoires et Jeux"; Legouvé et Labiche, "La Cigale chez Les Fourmis"; Short plays arranged by François.

## FRENCH II.

*Grammar* — François, "Essentials of French".

*Composition* — Composition based on texts read; Luria and Chankin, "Lectures Élémentaires"; Gurio, "La Classe en Français".

*Reading* — Books such as the following: Monvert, "La Belle France"; Victor Hugo, "Les Misérables"; Talbot, "La France Nouvelle"; Labiche et Martin, "Le Voyage de Monsieur Perrichon"; Scribe et Legouvé, "La Bataille de Dames"; Dumas, "Les Trois Mousquetaires"; "La Tulipe Noire"; Sandeau, "Mlle. de la Seiglière"; Short Stories from prominent French authors.

## FRENCH III.

*Grammar* — François, "Essentials of French".

*Composition* — Galland, "French Composition".

*Reading* — Books such as the following: Loti, "Pêcheur d'Islande"; Moffet, "Lectures Historiques"; Schultz, "La Neuvaïne de Colette"; Augier et Sandeau, "Le Gendre de Monsieur Poirier"; Brioux, "La Robe Rouge"; Molière, "Le Malade Imaginaire"; Maeterlinck, "L'Oiseau Bleu"; Short Stories by Mérimée, Maupassant, Daudet, Balzac; Coppée, deMusset and others.

## FRENCH IV. ACADEMIC.

Study of French literature from the earliest times to the present. Readings from some of the following authors: Ron-

sard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, Balzac, Rostand, France, Bazin.

Review of Syntax, in French.

Composition based on Texts read.

[This course is conducted wholly in French and is open only to those of excellent attainment.]

#### FRENCH IV. COLLEGE PREPARATORY.

Brief review of syntax in French, with advanced composition based on texts read. Reading from authors of the Nineteenth and Twentieth Centuries, such as the following: Lamartine, Hugo, Sand, de Musset, Balzac, Gautier, France, de Maupassant, Coppée, Hémon. Rostand, "Cyrano de Bergerac". The Hundred best French Lyrics.

### G E R M A N

5 periods a week.

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter.

#### GERMAN I.

*Grammar and Reader* — Mosher, "Lern-und-Lesebuch".

*Reading* — Books such as the following: Guerber, "Märchen und Erzählungen"; Müller, "Glück Auf"; Haertel, "German Reader for Beginners"; Blüthgen, "Das Peterle von Nürnberg"; Storm, "Immensee". Songs and Poems.

#### GERMAN II.

*Composition and Reader* — Pope, "Writing and Speaking German"; Gronow, "Geschichte und Sage".

*Reading* — Books such as the following: Hauff, "Das Kalte Herz"; Gerstäcker, "Germelshausen"; Heyse, "L'Arrabbiata"; Stökl, "Alle Fünf"; von Hillern, "Höher als die Kirche"; Fulda, "Unter vier Augen"; Benedix, "Der Prozess", "Günstige Vorzeichen". Poetry — Hatfield, "German Lyrics and Ballads".



In the second year, special attention is given to German geography, and to the regions and cities in Germany which are of interest to the traveller.

### GERMAN III.

*Composition* — Whitney and Stroebe, "Advanced German Composition."

*Reading* — Books such as the following: Werner-Spanhoofd, "Aus Vergangener Zeit"; Whitney and Stroebe, "Geschichte der Deutschen Literatur"; Riehl, "Burg Neideck"; Freytag, "Die Journalisten"; Baumbach, "Der Schwiegersohn"; Sudermann, "Frau Sorge"; Carl Schurz, "Lebenserinnerungen"; Lessing, "Minna von Barnhelm"; Schiller, "Wilhelm Tell"; "Jungfrau von Orleans"; "Das Lied von der Glocke"; Goethe, "Hermann und Dorothea"; German Lyrics and Ballads.

### GERMAN IV.

Brief study of the history of German literature in connection with the study and analysis of representative dramas and novels of classic and modern German.

## S P A N I S H

5 periods a week.

Spanish is used largely in conducting recitations and conversation is introduced so that students quickly understand the spoken language. There is practice in taking dictation.

The memorizing of good Spanish is considered highly important, and occasionally, in addition to the learning of proverbs, poems and songs, a play is presented in Spanish. In 1925 Martinez Sierra's "El Palacio Verde" was given.

### SPANISH I.

*Grammar and Composition* — Hills and Ford, "First Spanish Course".

Reading, with composition and conversation based upon the text. Books such as the following are read: Hills,

"Spanish Tales for Beginners"; Carrión y Aza, "Zaragüeta"; Valera, "El Pájaro Verde".

## SPANISH II.

*Grammar and Composition* — Wilkins, "Second Spanish Book".

*Reading* — Books such as the following are read: Altamirano, "La Naridad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela"; Moratín, "El Sí de las Niñas"; Martinez de la Rosa, "La Conjuración de Venecia".

## SPANISH III.

*Composition* — Seneca, "Spanish Conversation and Composition"; Wilkins, "Elementary Spanish Prose".

*Reading* — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Cervantes, "Don Quixote," selections; Alarcón, "Novelas Contas".

# HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I. 4 periods a week.

English History. Cheyney, "Short History of England".

HISTORY II. 4 periods a week.

Ancient History. West, "Ancient World"; McKinley, "Illustrated Historical Topics". Meets college entrance requirements.



HISTORY III. 4 periods a week.

American History and Civics. Muzzey, "American History"; Forman, "The American Democracy"; McKinley, "Illustrated Historical Topics". Meets college entrance requirements.

HISTORY IV. 4 periods a week.

Mediaeval History. Robinson, "History of Western Europe".

HISTORY V. 2 periods a week.

Modern and Contemporary European History. Schapiro, "Modern and Contemporary European History". Emphasis is laid on social and economic as well as political matters, especially as they explain present-day world problems.

HISTORY OF FINE ARTS. 2 periods a week.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work. Fletcher, "History of Architecture"; von Mach, "History of Painting".

HISTORY OF MUSIC.

This is a lecture course profusely illustrated by examples showing the evolution of the art of music.

CURRENT EVENTS. 2 periods a week.

The object of this course is to train the judgment of the students and to help them to take an intelligent and responsible interest in the affairs of their own country and of the world.

Newspapers, periodicals and library reference books are used.

In 1925-26, "Poverty and Waste" by Hartley Withers was studied.

## M A T H E M A T I C S

All students are required to complete a year's work in Elementary Algebra, and a year's work in Plane Geometry.

College Preparatory students take additional work in Algebra before taking up the work of the Senior year.

A review of both Algebra and Geometry, completing the college requirement, is given in the Senior year.

FIRST YEAR. 5 periods.

Algebra. Durell and Arnold, "Elements of Algebra".

SECOND YEAR. 4 periods.

Geometry. Durell and Arnold, "Plane Geometry".

THIRD YEAR. 2 periods.

Algebra. Wentworth and Smith, "School Algebra", Part II.

FOURTH YEAR. 5 periods.

Algebra. Hawkes-Luby-Touton, "Second Course in Algebra"; Rivenburg, "A Review of Algebra"; McCurdy and Tower, "Exercises in Algebra".

Geometry. Schultze-Sevenoak-Schuyler; also, Globe Outline Series, "Plane Geometry"; Newton-Lynde, "Exercises in Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratories are equipped for individual work; the library is well supplied with reference books, and text-books are supplemented by collateral reading and informal lectures.

GENERAL SCIENCE. 3 periods a week.

A brief introduction to the natural sciences. The aim of this course is to give some acquaintance with simple facts and principles of natural science and to arouse interest in scientific phenomena of every-day life.

BIOLOGY. 4 periods a week.

*First Semester* — A general introduction to animal morphology and physiology, concluding with a study of the

structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of types illustrative of the main subdivisions.

*Second Semester* — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course, emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

**ASTRONOMY.** 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a five-inch Alvan Clark telescope, equatorially mounted.

**GEOLOGY.** 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Laboratory work and field study of river, glacier, and seashore phenomena.

**CHEMISTRY.** 8 periods a week including laboratory work.

A study of the more important elements and their compounds, and of the theories and laws underlying simple chemical processes, with practice in the solution of problems; individual laboratory work under the supervision of the teacher, including some experiments of a quantitative nature.

Throughout the course, emphasis is placed upon the practical applications of chemistry.

This course meets the college entrance requirements.

**PHYSICS.** 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, and electricity.

Emphasis upon the practical application of principles;

practice in solution of problems; lecture table demonstrations, and at least thirty-five experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

**SURVEY OF SCIENCE**, for advanced students only. 2 periods a week.

The development of scientific ideas from the time of Aristotle, with emphasis upon the discoveries and inventions of recent times and their effect upon industrial and social life.

## HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

**HOUSEHOLD ECONOMICS I.** 4 periods a week. Senior or Senior Middle year.

*Household Management* — 1 period a week. Housewifery, marketing.

*Dietetics* — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

*Laboratory* — 2 periods a week. Cookery, food experiments.

**HOUSEHOLD ECONOMICS II.** 4 periods a week. Senior year.

*House Building* — 1 period a week. Location, sanitation.

*Household Management* — 1 period a week, first semester. Division of income. Personal and household accounts.

*Study of Textiles* — 1 period a week, second semester. Production, cost, use, care.

*Laboratory* — 2 periods a week. Sanitation, first semester. Needlework, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

## PHILOSOPHY

Open only to members of the Senior Class. 4 periods a week.

This course includes the elements of Psychology, Ethics, and Christian Theism. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Dewey and Tufts, "Ethics".

Lectures on Christian Theism by the Rev. Charles H. Oliphant.

## BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

## MUSIC

All students are required to take a one-year course in Musical Appreciation, and one period a week in choral singing. The required appreciation course aims at the development of musical perception and analysis. Typical musical forms are discussed and illustrated at the piano.

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and

history. The ability, acquirements and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

## MUSIC CERTIFICATE

A group of elective courses covering two years' work is offered to pupils who wish to give more than casual attention to music. These include Theory, History, Ear Training and Appreciation and accompany the technical study of instrument and voice. These electives may be chosen in the Senior Middle and Senior years of the Academic Course. Students who wish to offer Music for college entrance will find the college requirement covered by these courses. Pupils who wish to pursue their musical studies further after graduation, either in this country or in Europe, will find this work of fundamental value.

A certificate will be given stating that these courses have been satisfactorily completed.

## MUSIC COURSES

**HISTORY OF MUSIC.** One year, 2 periods a week.

This is a lecture course, profusely illustrated by examples showing the evolution of the art of music.

**FUNDAMENTALS OF FORM: Analysis.** 1 year, 2 periods a week.

The language and materials of music; elementary physics of Music.

**THEORY, HARMONY, and EAR TRAINING;** two years, 3 periods a week.

Construction of major and minor scales; intervals, chords, melody writing; harmonization, modulation; rhythmic, melodic and harmonic dictation.

In order to be admitted to the elective courses in music, as a candidate for the Music Certificate, the pupil must present evidence of musical ability, and training in the fundamentals



of musical technique, such as: ability to play all the major scales; ability to read easy music at sight; ability to play or sing one or two prepared classics of moderate difficulty.

In order to receive the certificate in instrumental music the pupil must be able to play satisfactorily a classical sonata or a fugue of Bach; a concert piece of the romantic or modern school; a piece prepared by the pupil without supervision; a piece of ordinary difficulty at sight; and an ensemble number. In vocal music, she must be able to sing all necessary technical exercises without aid of the instrument; one or more arias from opera or oratorio; one or more classical songs as well as modern songs of equal value; a simple song or hymn at sight.

## GENERAL MUSICAL ADVANTAGES

A series of solo and joint recitals is given by the faculty of the Music department. These concerts give the student body an opportunity to hear the great literature written for instruments and voice.

The Sunday evening service is frequently held in Davis Hall with special choral music. This service is followed by a recital by the director of music, on the beautiful three-manual organ in the auditorium.

The Fidelio Society offers opportunity for the more advanced study of choral music and part singing.

Instruction is given all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

Recitals by the music pupils in all departments accustom them to public performance.

A series of recitals by visiting artists is given each year in Davis Hall.

Season tickets for reserved seats at the Friday afternoon concerts of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are opportunities to attend other concerts in Boston and elsewhere.



## DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of composition, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students. For the regular class work there is no extra charge.

Special lessons are offered in the following lines of work:

1. Drawing, painting, pastel,— from casts, still-life. Costume-model, landscape.
2. Design, using the principles of Denman Ross.
3. Posters.
4. Modelling in clay,— from casts and life. Casting.
5. China luster.
6. Wood-carving.
7. Leather-tooling.
8. Costume design.

This class gives the student opportunity to develop any special talent, and to pursue branches not offered in the regular courses. Individual attention is given each student.

Visits are made to the Boston Museum of Fine Arts, and the Isabella Gardner Museum, to Art Schools, local Art exhibitions and some private studios during the year.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance sculpture.

In the John-Esther Art Gallery, belonging to the school, is a good collection of paintings, which, together with special exhibitions of the work of modern painters, etchers and engravers, which are held in the Gallery, furnish excellent examples for study.

## READING AND SPEAKING

This work aims to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight correctly, intelligently and expressively.

It includes attention to breathing, to tone-placing and diction; to tone production; and to analysis of prose and poetry in order to understand and to express the thought.

## DRAMATICS

The value of dramatic work as a part of education has been more and more recognized of recent years in many departments of the school.

The members of the Academic Senior Class study play-writing as a part of their class work in English. Some of these plays have been presented under the management of their authors. The Bible department has dramatized and successfully presented some of the episodes of Old Testament history. Each of the modern language departments prepares and presents plays at frequent intervals. The Dramatic Society has for its object the study and presentation of plays.

In addition to these, the Senior Middle Class presents, each year, a short play, or a group of one-act plays, and the Senior Class presents the most formal play of the year.

Among the plays presented during the past year have been "Why the Chimes Rang", by the Dramatic Society; "A Fan and Two Candlesticks", "Sir David Wears a Crown", and "The Trysting Place", by the Senior Middle Class; "La Comedie de Celui qui épousa une Femme muette" by the French department; and "As You Like It" by the Senior Class.

## PHYSICAL EDUCATION

The object of the work is to develop vigorous, graceful and efficient women.

Medical and physical examinations are given at the be-

ginning of the school year, and measurements are taken again at the end of the year.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Shower-baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

During the winter and spring, classes in gymnastics, and in rhythmic expression meet twice a week. Every student must be enrolled in one or the other line of work unless she is physically incapacitated for it.

Special individual corrective and health gymnastics are given to those students who, upon physical examination, are found to have poor posture. Special classes will be formed for those who are not equal to the more vigorous work in physical education, yet who would be benefited by regular, directed exercise.

A course of lectures in Hygiene is given in the fall, by the Physical Director and the Examining Physician, to the whole school.

The Director of physical education is in charge of athletics and outdoor sports. Each student is required to register for some form of vigorous athletic work, unless advised otherwise by a physician.

In the fall and spring, there is as much out-of-door work as possible. Sports are organized under the Abbot Athletic Association. A tennis tournament and contests in basketball, field hockey, track and baseball are held. Tobogganing, skating, coasting, snow-shoeing, and skiing are favorite winter sports. Each student is required to register for some form of vigorous athletic work, unless advised otherwise by a physician.

A list of twenty-three attractive walks in the vicinity of Andover has been prepared. Students who complete all the walks in this list are awarded an arm-band in the school color, bearing the letter A. If these walks are taken more than once, a bar is added to the arm-band each time the list is completed.

A field day is held annually in the fall with Bradford Academy, at which there are contests between school teams

in all the principal sports. This is held alternately at Andover and at Bradford, and is the occasion for much good fellowship between the two schools.

## EXPENSES

Board and Tuition, per year . . . .	\$1200.00
Tuition for Day Scholars . . . .	300.00
Piano and Organ, per year:	
Two half-hour lessons a week . . . .	200.00
Use of piano, one period daily . . . .	15.00
Use of organ and electric blower, one period daily . . . .	30.00
Vocal Music, per year:	
Two half-hour lessons a week . . . .	200.00
Violin, per year:	
Two half-hour lessons a week . . . .	200.00
Violoncello: according to charge of instructor	
Drawing and Painting: special lessons, two periods a week, per year . . . .	100.00
Vocal Expression: private lessons, one lesson a week, per year . . . .	100.00
Physical Examination . . . .	1.00
Tutoring, per hour . . . .	2.00
Laboratory Fees:	
Physics, Chemistry, each . . . .	5.00
Botany, Zoölogy, each . . . .	2.00
Cooking, and Sewing, according to cost of materials used . . . .	5.00
School Concerts and Lectures . . . .	3.00
Pew Rent, per year . . . .	3.00
Laundry, at current rates	

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of place; seven hundred and twenty-five dollars (\$725) in September, at the time of entrance; and four hundred and fifty dollars (\$450) on February first. The fee for room reservation is forfeited if the

place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and *no deduction is made for late entrance, absence or removal* before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of at least fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 15). This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty-eight Thousand Dollars.

The Emma G. Easton Scholarship . . . . .	\$1000
The Brewster Scholarship . . . . .	1000
The French Scholarship . . . . .	1000
The New Hampshire Scholarship . . . . .	1000
The Draper Scholarship . . . . .	1000
The Minnie E. Lewis Scholarship . . . . .	1000
The Abby W. Boyd Scholarship . . . . .	1000
The Rice Scholarship . . . . .	1000
The Rufus S. Frost Scholarship . . . . .	1000
The Nancy J. Haseltine Scholarship . . . . .	2000
The Mary A. Richards Scholarship . . . . .	400
The Faith Scholarship . . . . .	700
The Phebe Fuller McKeen Scholarship . . . . .	3000
The Andover or Coburn Scholarship . . . . .	2000
The John Cornell Scholarship . . . . .	3000
The Frieda Gerlach Billings Scholarship . . . . .	7500
The Timothy Augustus Holt Scholarship . . . . .	26000

The Raymond Scholarship . . . .	\$5000
The Charlotte Cornell Scholarship . . . .	4000
The Charlotte Ward Briant Scholarship . . . .	1000
The Stephen M. Knevals Scholarship . . . .	3000
The Ruth Parker Scholarship . . . .	1000
The Sarah Cushing Sharp Scholarship . . . .	1000

The income of these funds is administered in accordance with the conditions attaching to each.

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## E N R O L L M E N T   O F   S T U D E N T S

Boarding students . . . . .	136
Day students . . . . .	46
	<hr/>
	182

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## D I S T R I B U T I O N   B Y   S T A T E S

Massachusetts, ninety-seven; New York, nineteen; Connecticut, seventeen; New Jersey, eight; New Hampshire, six; Maine, five; Rhode Island, Pennsylvania and Minnesota, each three; Ohio, Illinois, Indiana, Washington, D. C., Colorado, Maryland and Japan, each two; Missouri, Kansas, Wisconsin, Arizona, Korea, British Honduras, and China, each one.

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## T H E   A B B O T   C O U R A N T

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from members of the school, it furnishes news of the events of the year, and much space is given to items concerning alumnae and former students. Price, per year, \$1.50.



## THE ABBOT BULLETIN

The Abbot Bulletin is a semi-annual publication sent out from the school by the Alumnae Association and the Board of Trustees to all former members of the school. It contains news of the school and of its policies that is of special interest to the Alumnae, and also general news and announcements of the Alumnae Association, and of the Abbot Academy Clubs.

It does not, as a rule, contain personal items about the Alumnae. Such items may be found in The Abbot Courant.

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## ABBOT ACADEMY CLUBS

Abbot Academy Clubs in Boston and New York have long been established. Abbot Academy Clubs have recently been formed in Detroit, Chicago, Pittsburgh, Philadelphia, Maine, Central Ohio, Connecticut, and Southern New England. All these clubs have stated meetings during the year and welcome present and former members of the school.

Information about these clubs may be obtained by addressing Abbot Academy.

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## ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00. This association helps the school, not only by strengthening associations and stimulating loyalty, but very practically, as the interest of its funds is devoted to the needs of the Academy. Application for admission to membership may be made to Miss Mary Bancroft, Secretary, Abbot Academy Alumnae Association, Abbot Academy, Andover, Mass.



## THE CENTENNIAL LOYALTY FUND

The Abbot Academy Centennial Loyalty Fund was established in 1920 by the Alumnae Association. Its object is to provide a General Endowment for the Academy, through the gifts of its former students, in recognition of the one hundredth anniversary of the founding of the school, which will occur in 1929. Each former student is asked to give regularly each year a sum, large or small according to her ability, in expression of her gratitude and loyalty to her Alma Mater.

The Director of the Loyalty Fund is Miss Alice Carter Twitchell, 20 Deering Street, Portland, Maine, from whom all information on this subject may be obtained.

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## ANNUITIES

Alumnae and friends of the school who would gladly make gifts to the endowment fund but feel that they need the income for their own support will be interested to know of the possibility of making a gift on an annuity basis. By this plan, it may be arranged that donors of sums of \$500.00 or more receive in return life annuities. These provide a secure income without further anxiety as to investment, and in addition give to their donors the satisfaction of seeing during their lives the way in which their gifts are used.

Several of our friends are already enjoying the double benefits of this mode of gift.

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## GENERAL CATALOGUE

The general catalogue of Abbot Academy contains brief information concerning students and teachers from 1829 to 1913, numbering about five thousand. The information necessary for this comprehensive record was secured by

painstaking research through the coöperation of alumnae and interested friends, post office, church and town officials. The book may be obtained from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton St., Andover, Mass.

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## HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1892, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

# STUDENTS, 1925-1926

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## ACADEMIC SENIOR CLASS

Adelaide Van Voorhis Black  
 Barbara Harriett Bloomfield  
 Edith Bullen  
 Katharine Clay  
 Ruth Lyman Copeland  
 Gertrude Breshear Craik  
 Ruth Deadman  
 Jean Johnston Donald  
 Louise Carolyn Douglass  
 Dorothy Gillette  
 Gracie Griffin  
 Saye-Ko Hirooka  
 Jane Ruth Hovey  
 Edith Kimball Ireland  
 Ruth Katzmann  
 Helen Elizabeth Larson  
 Marie Suzanne Loizeaux  
 Florence Wright MacDougall  
 Frances McDougall  
 Priscilla Perkins  
 Maude Alice Perry  
 Olive Rogers  
 Carlotta Sloper  
 Virginia Spear  
 Mary Sun  
 Gretchen Gardner Vanderschmidt

*Zanesville, Ohio*  
*Wellesley Hills*  
*Glencoe, Illinois*  
*Methuen*  
*Michigan City, Indiana*  
*Belize, British Honduras*  
*Wakefield*  
*Andover*  
*Guilford, Maine*  
*Danvers*  
*Winthrop*  
*Hyogoken, Japan*  
*Melrose*  
*Newburyport*  
*Hyde Park*  
*Kansas City, Missouri*  
*Plymouth, New Hampshire*  
*Newton Center*  
*Rockland, Maine*  
*Salem*  
*Springfield*  
*West Roxbury*  
*New Britain, Connecticut*  
*Chevy Chase, Maryland*  
*Tientsin, China*  
*Leavenworth, Kansas*

## COLLEGE PREPARATORY SENIOR CLASS

Anstiss Howard Bowser  
 Marion Elizabeth Burr  
 Alice Maris Cole  
 Ruth Emeline Farrington  
 Frances Leighton Flagg  
 Emily Gage  
 Evelyn May Glidden  
 Patricia Alice Goodwillie

*Lawrence*  
*Manchester, Connecticut*  
*Duluth, Minnesota*  
*Manchester, New Hampshire*  
*Andover*  
*Suffield, Connecticut*  
*Watertown*  
*Andover*

Cynthia Estelle Hunt  
 Lucie Virginia Locker  
 Emily Louise Lyman  
 Elinor Colby Mahoney  
 Frances Elliott Merrick  
 Katherine Lahm Parker  
 Dorothy Pease  
 Edda Vincent Renouf  
 Sylvea Bull Shapleigh  
 Ruth Mowat Stafford  
 Margaret Stirling  
 Fuki Wooyenaka

*North Attleboro*  
*Duluth, Minnesota*  
*Mt. Kisco, New York*  
*Salem*  
*Andover*  
*Madison Barracks, New York*  
*Hartford, Connecticut*  
*Andover*  
*West Lebanon, Maine*  
*Andover*  
*Lakeville, Connecticut*  
*Tokio, Japan*

#### COLLEGE PREPARATORY SPECIALS

Alice Christine Abrahamson  
 Rosalie Ryerson Gibby  
 Virginia Merritt  
 Alice Elizabeth Taylor

*Jamestown, New York*  
*Westfield, New Jersey*  
*Hartford, Connecticut*  
*Denver, Colorado*

#### ACADEMIC SENIOR MIDDLE CLASS

Priscilla Chapman  
 Nathalie Cushman  
 Helen Dyer  
 Ray Ellis  
 Ruth Evelyn Harvey  
 Caroline Pritchard Hopkins  
 Miriam Houdlette  
 Emily Louise House  
 Lois Isabel Kimball  
 Nancy Page Kimball  
 Sylvia Parker Miller  
 Alice Stuart Mitchell  
 Margery Murray  
 Ruth Margaret Nason  
 Margaret Nay  
 Alice Rogers  
 Edna Russell  
 Virginia Williston Smith  
 Harriet Elizabeth Sullivan  
 Sydna Victoria White

*Winchester*  
*Danvers*  
*Brookline*  
*Scituate*  
*Medford*  
*Ayer*  
*Melrose Highlands*  
*South Manchester, Connecticut*  
*Summit, New Jersey*  
*Waban*  
*Germantown, Pennsylvania*  
*Winchester*  
*Caldwell, New Jersey*  
*Medford*  
*Wellesley Hills*  
*Winchester*  
*West Hartford, Connecticut*  
*Westfield*  
*New London, Connecticut*  
*Waban*

Constance Elizabeth Baker  
 Ruth Balch  
 Louise Pierce DeCamp  
 Katherine Maude Farlow  
 Eleanor White Gordon  
 Herta Mittendorff  
 Abbie Emma Monan

*Andover*  
*Maplewood, New Jersey*  
*Winchester*  
*Andover*  
*Concord*  
*Wyomissing, Reading, Pennsylvania*  
*Andover*

Helen Norton  
Elizabeth Mallalieu Platt  
Alice Wilbur Sommers  
Sally Stouffer Tate

*Arlington  
Ashland, New Hampshire  
St. Paul, Minnesota  
Springfield*

## COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Helen Moneta Amesse  
Mary Hamilton Ayers  
Margaret Anne Creelman  
Margaret Thurston Cutler  
Gertrude Holley Drummond  
Ellen Clementine Faust  
Jane Dare Fitch  
Jean Olive Frederick  
Dorothy Lillian French  
Persis Christine Goodnow  
Jane Phillips Graves  
June Meredith Hinman  
Pauline Humeston  
Louise Hermance Hyde  
Marion Elizabeth Ireland  
Katherine Josephine Keany  
Mary Roe Knight  
Marjorie Knowlton  
Edna Louise Marland  
Harriet Esselstyn Nash  
Ruth Mason Perry  
Lucy Coburn Sanborn  
Flora Elliot Skinner  
Dorothy Farwell Spear  
Aylmer Stantial  
Beatrice Aline Stephans

*Denver, Colorado  
Akron, Ohio  
Lakeville, Connecticut  
Andover  
Bronxville, New York  
Jewett City, Connecticut  
New London, Connecticut  
Greenlawn, Long Island, New York  
Waterbury, Connecticut  
Keene, New Hampshire  
Concord, New Hampshire  
Andover  
Huntington, Long Island, New York  
Ware  
Johnstown, New York  
Andover  
Monroe, New York  
Andover  
Bellardvale  
Washington, District of Columbia  
Andover  
Andover  
Wakefield  
Bangor, Maine  
Melrose  
Somerville*

Elizabeth Alden Aller  
Louise Ela Blake  
Betty Lee Burns  
Charlotte Evelyn Chase  
Dorothea Mae Dow  
Elizabeth Ramsey Hoffman  
Alice Wilmot Stonebraker  
Ella Heard Stonebraker

*Phoenix, Arizona  
Warner, New Hampshire  
Indianapolis, Indiana  
Andover  
Montclair, New Jersey  
Andover  
Hagerstown, Maryland  
Hagerstown, Maryland*

## JUNIOR MIDDLE CLASS

Katharine Isabel Adams  
Eleanor Mann Blackmer  
Maeda Louise Elmer  
Virginia Gay

*Hartsdale, New York  
Needham  
Hamilton, New York  
New Canaan, Connecticut*

Frances Bryden Gould  
 Margaret Drugan Graham  
 Jessie Marianne Hirst  
 Elizabeth Ramsey Hollis  
 Sara Hazell Kidder  
 Beatrice Lane  
 Helen Elizabeth Leavitt  
 Eleanor Leech  
 Mary Alice McIntosh  
 Josephine Gilbert Paret  
 Cathryn Mace Phillips  
 Susan Bacon Ripley  
 Marion Elizabeth Robertson  
 Mary Kirkland Roys  
 Nancy Sherman  
 Marian Heathman Smith  
 Anne Derby Sutton  
 Jean Reid Swihart  
 Margaret Helen Waite  
 Elizabeth Wurts Whitney  
 Katherine Whiting Willauer

*Winchester*  
*Andover*  
*Seoul, Korea*  
*Lynn*  
*Andover*  
*Fitchburg*  
*Haverhill*  
*Providence, Rhode Island*  
*Spencer, West Virginia*  
*Moorestown, New Jersey*  
*Danvers*  
*Andover*  
*Manchester, Connecticut*  
*New York, New York*  
*Winchester*  
*New Hartford, New York*  
*North Andover*  
*Hasbrouck Heights, New Jersey*  
*Andover*  
*White Plains, New York*  
*New York, New York*

## JUNIOR CLASS

Louise Josephine Anthony  
 Shirlye Elizabeth Austin  
 Anita Margarete Biery  
 Persis Simonds Bean  
 Helen Frances Bloomer  
 Donna MacDonald Brace  
 Juliette Blackman Breese  
 Gertrude Elizabeth Campion  
 Frances Condit Cobb  
 Florence Fitzhugh  
 Barbara Sylvester Folk  
 Mary Kendrick Francis  
 Hester Dorothe Gerrish  
 Lois Melanie Hardy  
 Elizabeth Gignoux Hulse  
 Muriel Louise Hunter  
 Katherine Mason Kennedy  
 Elizabeth McAllister  
 Catherine Agatha McDonnell  
 Elizabeth Retta McKinney  
 Ann Eshelman Miller  
 Marguerite Neville  
 Margaret Boe Nivison  
 Charlotte Osgood  
 Ruth Wentworth Rockwell  
 Ruth Luella Shulze

*Garden City, Long Island, New York*  
*Lawrence*  
*Andover*  
*Lawrence*  
*Newark, New York*  
*Pelham Manor, New York*  
*Portage, Wisconsin*  
*Andover*  
*Boonton, New Jersey*  
*Bronxville, New York*  
*Andover*  
*Andover*  
*Andover*  
*Andover*  
*Monroe, New York*  
*Bridgeport, Connecticut*  
*Suffield, Connecticut*  
*Lawrence*  
*North Andover*  
*Manchester, New Hampshire*  
*Germantown, Pennsylvania*  
*North Andover*  
*Waterville, Maine*  
*North Andover*  
*North Andover*  
*Andover*

Mary Ella Southworth  
Katherine Chandler Stewart  
Helen Buchanan Trimmer  
Hersilia Warren  
Priscilla Brooks Whittemore  
Emelyn Wright

*Andover*  
*Windsor, Connecticut*  
*Mt. Vernon, New York*  
*Winchester*  
*Andover*  
*Andover*

## FIRST YEAR CLASS

Katherine Holt Blunt  
Jeanne Merrill Harrington  
Barbara Mary Healey  
Elsa Katzmman  
Elizabeth Osborne  
Priscilla Howard Page  
Elizabeth Norris Perry  
Marjorie Francis Watson  
Mary Dorothy Welch

*Andover*  
*Andover*  
*North Andover*  
*Hyde Park*  
*Brookline*  
*Andover*  
*Andover*  
*Andover*  
*Andover*

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## MUSIC STUDENTS

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### PIANO

Ruth Balch  
Persis Simonds Bean  
Anita Margaret Biery  
Louise Ela Blake  
Helen Frances Bloomer  
Juliette Blackman Breese  
Gertrude Elizabeth Campion  
Frances Condit Cobb  
Louise Carolyn Douglass  
Ray Ellis  
Virginia Gay  
Margaret Drugan Graham  
Lois Melanie Hardy  
Saye-Ko Hirooka  
Jessie Marianne Hirst  
Caroline Pritchard Hopkins  
Elizabeth Gignoux Hulse  
Pauline Humeston  
Elsa Katzmman

Lois Isabel Kimball  
Mary Roe Knight  
Helen Elizabeth Larson  
Helen Elizabeth Leavitt  
Eleanor Leech  
Frances McDougall  
Herta Caroline Mittendorff  
Harriet Esselstyn Nash  
Margaret Boe Nivison  
Elizabeth Osborne  
Josephine Gilbert Paret  
Katherine Lahm Parker  
Dorothy Pease  
Mary Kirkland Roys  
Marian Heathman Smith  
Ruth Mowat Stafford  
Beatrice Aline Stephens  
Jean Reid Swihart  
Hersilia Warren

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### VOICE

Louise Ela Blake  
Juliette Blackmann Breese  
Katharine Clay  
Louise Pierce DeCamp

Saye-Ko Hirooka  
Beatrice Lane  
Priscilla Perkins  
Cathryn Mace Phillips



Gertrude Holley Drummond  
Maeda Louise Elmer  
Ellen Clementine Faust  
Gracie Albertha Griffin

Alice Wilbur Sommers  
Aylmer Stantial  
Harriet Elizabeth Sullivan  
Sydna Victoria White

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ORGAN

Margaret Boe Nivison  
Ruth Luella Shulze

Virginia Spear  
Sydna Victoria White

Emelyn Wright

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VIOLIN

Frances Leighton Flagg  
Eleanor White Gordon

Frances Elliott Merrick  
Ruth Margaret Nason

Susan Bacon Ripley

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VIOLONCELLO

Marjorie Francis Watson

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SPECIAL ART STUDENTS

Ray Ellis  
Jane Dare Fitch  
Ruth Evelyn Harvey  
Jessie Marianne Hirst  
Elsa Katzmman

Lois Isabel Kimball  
Alice Stuart Mitchell  
Cathryn Mace Phillips  
Alice Rogers  
Katherine Chandler Stewart

Sally Stouffer Tate

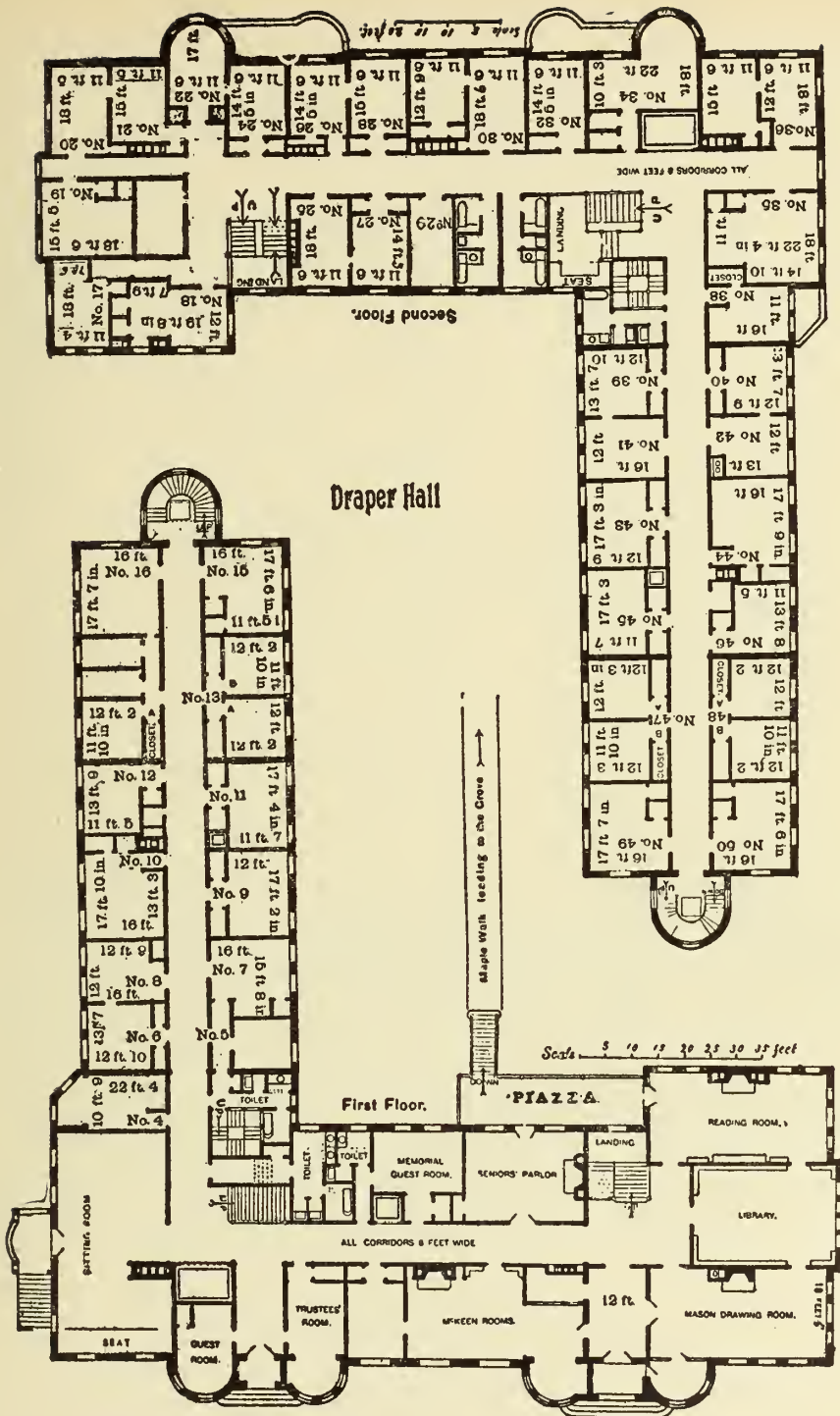
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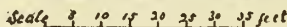
SPECIAL VOCAL EXPRESSION STUDENTS

Alice Maris Cole  
Dorothea Mae Dow  
Gracie Griffin  
Ruth Evelyn Harvey  
June Meredith Hinman  
Jane Ruth Hovey  
Sara Hazell Kidder

Marjorie Knowlton  
Helen Elizabeth Larson  
Abbie Emma Monan  
Sylvea Bull Shapleigh  
Carlotta Sloper  
Ruth Mowat Stafford  
Mary Sun

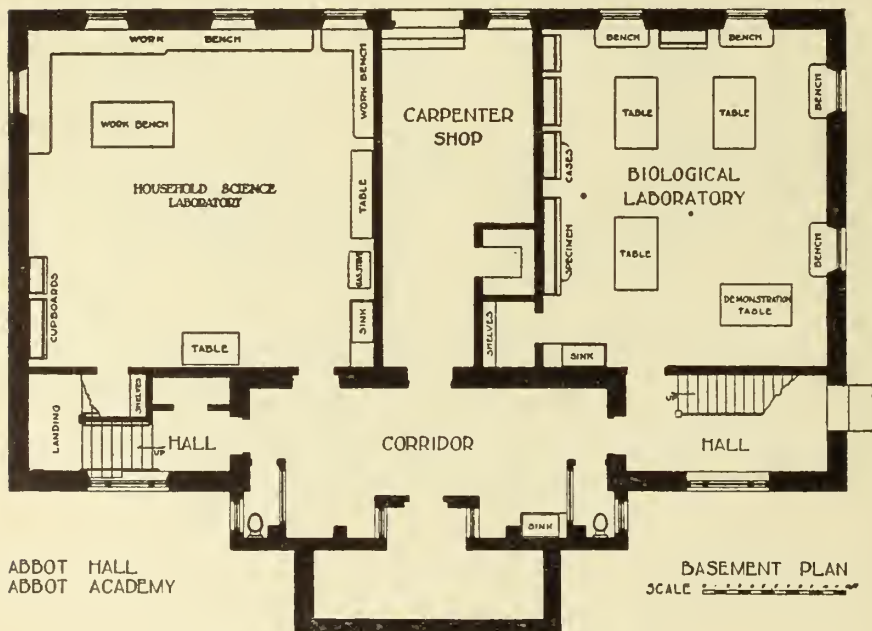
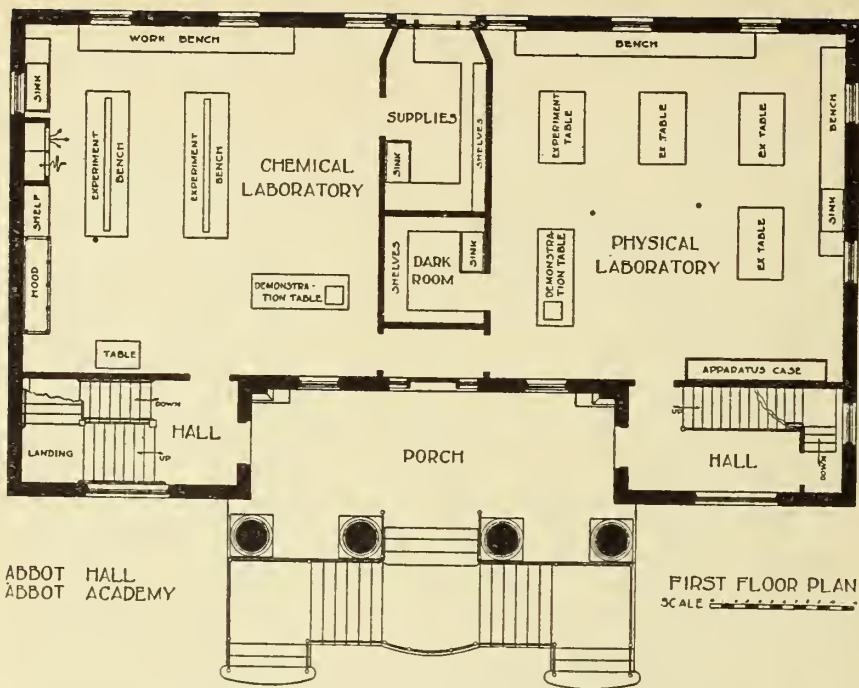
Gretchen Gardner Vanderschmidt



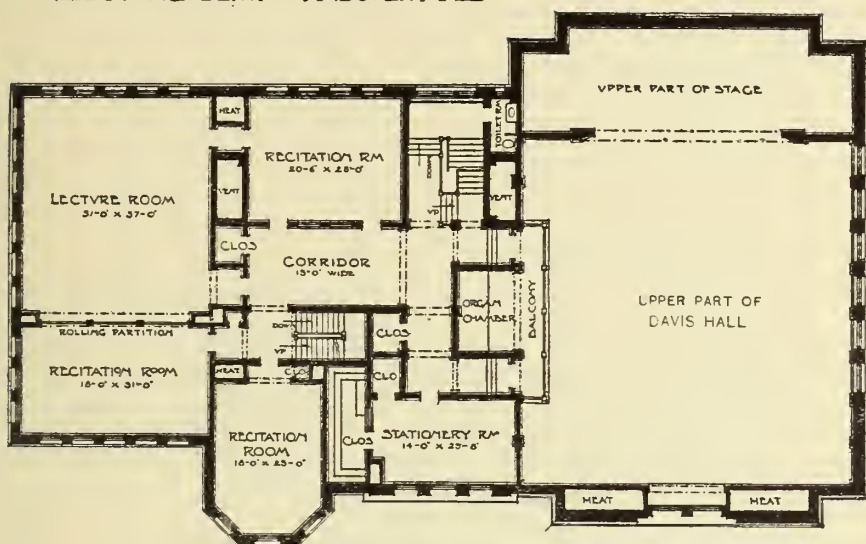




DRAPER HALL

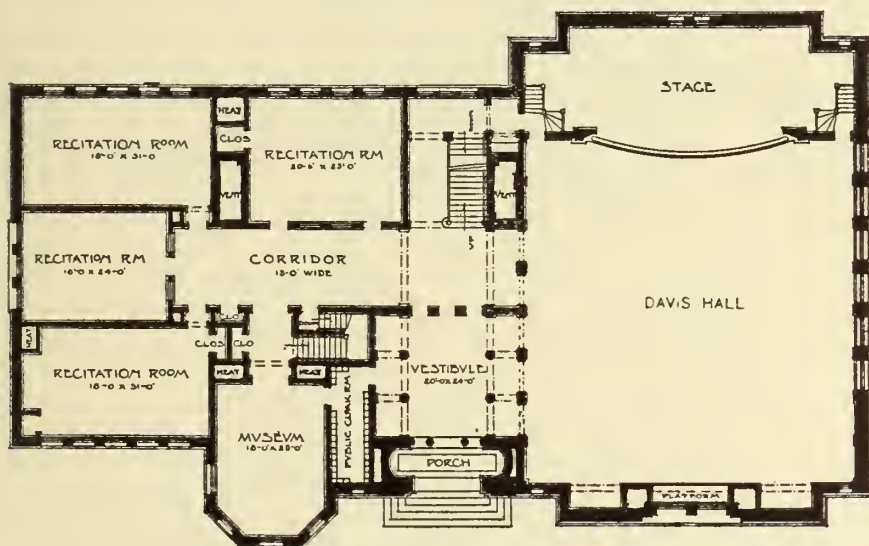


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF SECOND FLOOR ~

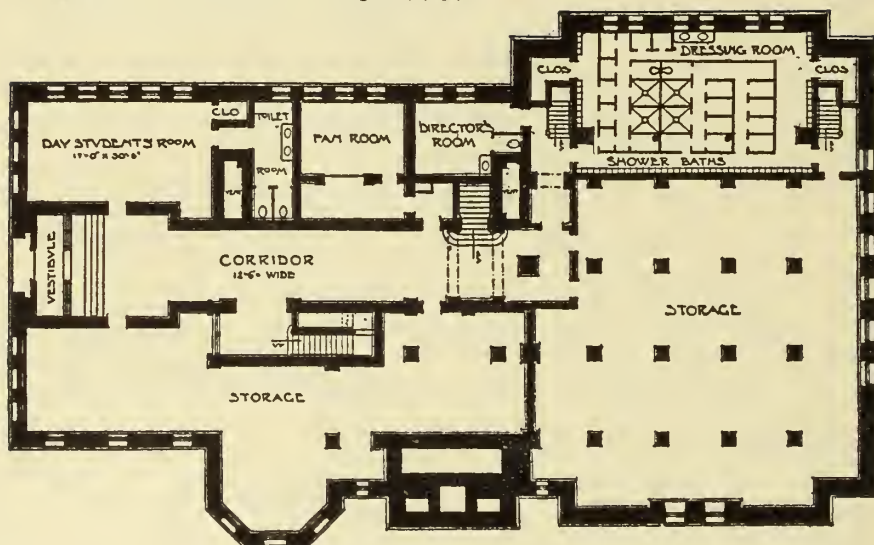
McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF FIRST FLOOR ~

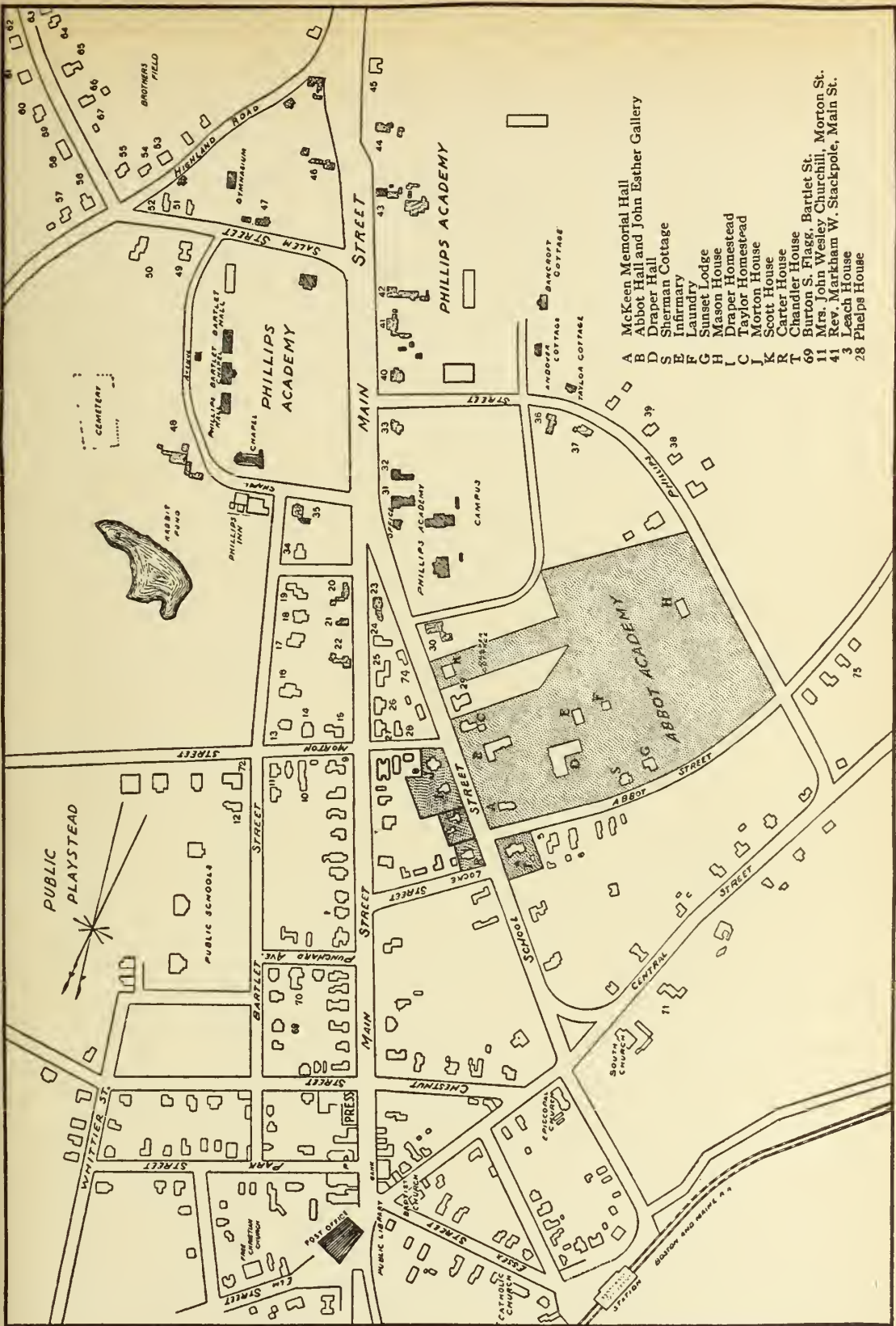


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF BASEMENT ~





- A McKean Memorial Hall
- B Abbot Hall and John Esther Gallery
- D Draper Hall
- S Sherman Cottage
- E Infirmary
- F Laundry
- G Sunset Lodge
- H Mason House
- I Draper Homestead
- J Taylor Homestead
- K Morton House
- R Scott House
- T Carter House
- 69 Burton S. Flagg, Bartlett St.
- 11 Mrs. John Wesley Churchill, Morton St.
- 41 Rev. Markham W. Stackpole, Main St.
- 3 Leach House
- 28 Phelps House







WORK OF GRAMMAR SCHOOL GRADE

	DATE:			DATE:		
	EIGHTH GRADE			NINTH GRADE		
	No. of Weeks	Periods per Week	Grade	No. of Weeks	Periods per Week	Grade
English Grammar						
Arithmetic						
Geography						
History						
Science						
Spelling						
Penmanship						
Reading						
Books read						

Please use the above form for entrance to first year work.

WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
HISTORY:					
Ancient					
English					
SCIENCE:					
Botany					
Chemistry					
Physics					
Physiology					
Laboratory work					

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
*English					
Other subjects					

\* Please give the names of the Grammar studied and of the books read.  
Please explain your marking system.

What is the passing grade?  
What is the certificate grade for college?  
In what quarter of the class do you place this student?

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
MATHEMATICS:					
Algebra					
Geometry					
LATIN:					
Grammar and Reader					
Prose Composition					
Caesar					
Vergil					
Cicero					
*FRENCH					

\* Please give the names of the Grammar studied and of the books read.

## Recommendation

(To be filled out by the School Principal)

Please state fully your estimate of the student's character and personality, noting especially her native ability, her power of application, her interest in her work, her influence over her fellow-students, her general promise, her interest in outside activities, her home background. This statement will be regarded as confidential.

## School Record

Name of student

Address of Student . . . . .

.....

Signed . . . . .

Principal

## School Record

This record when properly filled out should be returned by the School directly to the Principal, Abbot Academy, Andover, Mass.

.....19

I hereby certify that

Miss . . . . .

has been a pupil in

school from . . . . . to . . . . .

and that the following is a correct statement of the work done by her in the subjects named.

.....  
Signature of Principal

.....  
Name of School

.....  
Address of School

Miss.....

was credited upon entrance with the following subjects:

Subjects		No. Weeks	Periods per Week	Date of Completion	Grade

Full name and address of applicant

Does she wish special lessons  
in drawing or painting?  
in vocal expression?

Date of birth

Does she wish a room-mate?

Full name of parent or guardian

What is the condition of her health?

Business address

What church does she attend?

What was the last school attended by the applicant, and for how long? What other schools has she attended? Is she a graduate of any school?

Is she a member of any church?

Is she to attend in Andover  
the Congregational Church?  
the Episcopal Church?

Does she apply for the academic or college preparatory course?

Address of persons to whom reference may be made:

If for the latter, for what college does she wish to be prepared?

Social

Does she wish to study piano, violin, violoncello, voice? (Cross out those not desired)

Financial



## Application Form

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

.....19

Application is hereby made for the admission of my  
....., (name).....  
as a <sup>day</sup>boarding } student at Abbot Academy, for the school year  
beginning September , 19 . Enclosed is my check for  
\$25.00 for reservation of place, to be credited on the bill  
for tuition. I have carefully read and accept the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1925-6. I promise that my.....shall conform to  
the regulations of the Academy, and that she shall be punctual  
in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian

The form for the school record should be filled in and forwarded at once  
by the Principal of the school last attended, and a testimonial as to character  
should be sent by the Pastor of the church which the student attends.

Address

MISS BERTHA BAILEY,  
*Principal*





# ABBOT ACADEMY

ANDOVER, MASS.

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1927—1928



ABBOT ACADEMY  
ANDOVER, MASSACHUSETTS

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CIRCULAR OF INFORMATION

FOR

1927-1928

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ANDOVER  
1927





# CALENDAR

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## 1927 - 1928

### 1927

June	14,	Tuesday	Commencement
June	20-25,	College Entrance Board Examinations	
		Summer Vacation	
September	20,	Tuesday, before 6 P.M. Registration for entering students who take examinations.	
September	21,	Wednesday, Registration, day students, 9 A.M. Examinations for entering students	
		Registration, boarding students, before 6 P.M.	
September	22,	Thursday. Chapel exercises, 9 A.M. Classification of students	Fall term begins
November	24,	Thursday	Thanksgiving Day
December	15,	Thursday	Fall term ends
		Christmas Vacation	

### 1928

January	4,	Wednesday. Registration, boarding students, before 6 P.M.	
January	5,	Thursday, Chapel Exercises 8.30 A.M.	Winter term begins
February	4,	Saturday	First semester ends
March	29,	Thursday	Winter term ends
		Spring Vacation	
April	11,	Wednesday. Registration, boarding students, before 6 P.M.	
April	12,	Thursday, Chapel Exercises 8.30 A.M.	Spring term begins
June	12,	Tuesday	Commencement
June	18-23,	College Entrance Board Examinations	

## TRUSTEES

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The HON. MARCUS MORTON, <i>President</i>	<i>Boston</i>
BURTON SANDERSON FLAGG, A.B., <i>Treasurer</i>	<i>Andover</i>
EDWARD BARTON CHAPIN, A.B., <i>Clerk</i>	<i>Andover</i>
MRS. JOHN WESLEY CHURCHILL	<i>Andover</i>
GEORGE FERGUSON SMITH, A.B.	<i>Brookline</i>
The REV. MARKHAM WINSLOW STACKPOLE	<i>Milton</i>
The REV. CHARLES HERRICK CUTLER, D.D.	<i>Waban</i>
*The REV. CHARLES HENRY OLIPHANT	<i>Methuen</i>
MISS BERTHA BAILEY, SC.B.	<i>Andover</i>
President ELLEN FITZ PENDLETON, M.A., LITT.D., LL.D.	<i>Wellesley College</i>
IRVING SOUTHWORTH, A.B.	<i>Andover</i>
MISS DOROTHY ELIZABETH BIGELOW	<i>Leicester</i>

\* Died October, 1926

# FACULTY

1926-1927

BERTHA BAILEY, Sc.B., *Principal*

Psychology, Ethics, Christian Theism  
REV. CHARLES H. CUTLER, D.D. Lectures, Christian Theism

KATHERINE ROXANNA KELSEY, *Assistant Principal* Mathematics

NELLIE MARIA MASON Physics, Chemistry

REBEKAH MUNROE CHICKERING, A.B. History, English

JOSEPHINE HAMMOND, Sc.B. Literature, History of Art

MARY ETHEL BANCROFT, A.B. English

OCTAVIA WHITING MATHEWS, A.B. Bible, Spanish

HELEN DUNFORD ROBINSON, A.B. Latin

CAMILLA MOSES, A.B. Latin

BERTHA ADELINE GRIMES, A.B., Chemistry, Biology, Household Science

RUTH STEPHENS BAKER, A.M. French and German

MARIE DE LA NIÉPCE CRAIG (Mrs.) French

HELEN DEARBORN BEAN, A.B. History

HELEN FRANCES BURT, Sc.B. Mathematics, Astronomy, Geology

MARIE ODILE RUEST (Mrs.), BAC.L.PH. French

DORIS MCDUFFEE, A.B. Latin, Mathematics

MARY CARPENTER Physical Education

CONSTANCE CLIFFORD LING Rhythmic Work

BERTHA MORGAN GRAY (Mrs.) Vocal Expression

WALTER EDWARD HOWE, Mus.B.

Choral Music, Pianoforte, Organ, Theory of Music

KATE FRISKIN Pianoforte, Theory of Music

RUTH THAYER BURNHAM (Mrs.) Vocal Music

MARIE NICHOLS Violin

RUTH MASTERS Violoncello

BEATRICE WHITNEY VAN NESS (Mrs.) Drawing, Painting

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FANNY BIGELOW JENKS, A.B. Secretary to the Principal

JEAN HOPE BAYNES Financial Secretary

DOROTHY HOPKINS, Sc.B. Librarian, Curator of John-Esther Gallery

FLORENCE BUTTERFIELD House Superintendent

HELEN DEARBORN BEAN, A.B. } In charge of Draper Homestead

KATE FRISKIN }

RUTH STEPHENS BAKER, A.M. In charge of Sherman Cottage

MARY BISHOP PUTNAM

In charge of Sunset Lodge, Supervisor of Cottages

CHARLOTTE JOHNSON, R.N. Resident Nurse, In charge of Infirmary

MARION CURTIS LITTLEFIELD, M.D. Examining Physician

JANE BRODIE CARPENTER, A.M. Keeper of Alumnae Records

## LECTURES

Miss ELLEN FITZ PENDLETON, President of Wellesley College.

"The Rewards of the Intellectual Life." October 30, 1926.

Mr. WILLIAM W. ELLSWORTH of New York.

"Dr. Johnson and His Circle." December 6, 1926.

"The Making of a Dictionary." December 7, 1926.

Mr. M. H. H. JOACHIM of Calcutta.

"India." January 22, 1927.

Mr. ARTHUR C. PILLSBURY of California.

"The Secrets of the Flowers." February 8, 1927.

Miss JOSEPHINE HAMMOND. Benefit Reading for the Loyalty Endowment Fund.

"The Antigone of Euripides."

"The Iphigenia of Sophocles." March 8, 1927.

## PLAY

Miss EDITH WYNNE MATTHISON (Mrs. KENNEDY).

Miss MARGARET GAGE.

Mr. CHARLES RANN KENNEDY.

"The Chastening" by Charles Rann Kennedy. April 19, 1927.

## CONCERTS

FACULTY OF THE MUSIC DEPARTMENT. Joint Recital for the Benefit of the Loyalty Endowment Fund. May 4, 1926.

Mrs. RUTH THAYER BURNHAM, Contralto. May 18, 1926.

PROFESSOR WALTER EDWARD HOWE, Dedicatory Recital on Dorothy Davis Rimmer Organ. October 26, 1926.

Mrs. HELEN HULBURT BLAGUE, Soprano. Benefit Recital for the Loyalty Endowment Fund. November 2, 1926.

PROFESSOR JAMES FRISKIN, Pianist. Samuel Morse Downs Course. November 6, 1926.

Mrs. RUTH THAYER BURNHAM, Contralto. November 9, 1926.

RADCLIFFE CHORAL SOCIETY. December 13, 1926.

FACULTY OF THE MUSIC DEPARTMENT. Joint Recital. January 15, 1927.

Mr. HARRISON POTTER, Pianist. February 12, 1927.

THE HART HOUSE STRING QUARTETTE. Samuel Morse Downs Course. February 19, 1927.

Miss KATE FRISKIN, Pianist. March 1, 1927.

Miss DORIS EMERSON, Soprano. Samuel Morse Downs Course. March 18, 1927.

## SPEAKERS

Rev. JOHN TIMOTHY STONE, D.D.

Rev. MARKHAM W. STACKPOLE

Rev. NEHEMIAH BOYNTON, D.D.

Rev. HARRY R. MILES

Miss MARY CARPENTER

Rev. CHARLES W. HENRY

Rev. RALPH HARLOW

Rev. EDMUND A. BURNHAM, D.D.

Miss ANNE WIGGIN

Mrs. ARTHUR W. STANFORD

Miss KATHERINE R. KELSEY

Mrs. EDWARD W. FRENTZ

PRESIDENT CLARENCE A. BARBOUR, D.D.,  
LL.D.

Miss JOSEPHINE HAMMOND

Miss MARION C. LITTLEFIELD, M.D.

Rev. CHARLES H. CUTLER, D.D.

Rev. E. VICTOR BIGELOW, D.D.

PRESIDENT BENJAMIN T. MARSHALL, D.D.

Miss MARY WIGGIN

PRESIDENT J. EDGAR PARK, D.D.

Rev. FREDERICK A. WILSON, D.D.

Rev. WILLIAM BYRON FORBUSH, Ph.D.

## COMMENCEMENT SPEAKERS

BACCALAUREATE SERMON. June 6, 1926.

REVEREND PROFESSOR HENRY HALLAM TWEEDY, D.D. of the Yale Divinity School.

COMMENCEMENT ADDRESS. June 8, 1926.

REVEREND WILLARD L. SPERRY, D.D., Dean of the Theological School in Harvard University.

# ABBOT ACADEMY

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## HISTORY

Andover, on a hill-top overlooking the Shawsheen River and the Merrimack valley, was among the first New England settlements. Years of dignified and gracious living are registered in the substantial and attractive Colonial homes throughout this region. With the establishment of Phillips Academy shortly after the Revolutionary war, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary, and Abbot Academy were founded. All these schools attracted to the little New England village those who cared for culture and education.

Abbot Academy was a pioneer in education for women. Founded in 1828 by the citizens of Andover, with far-sighted wisdom, for others besides their own daughters, it was the earliest incorporated school for girls in New England. From the very first, pupils from beyond the immediate vicinity took advantage of the unusual training thus afforded, relatively as important as the college education of today.

The school has a rich heritage in its history and traditions. Men and women of earnest purpose, working devotedly to uphold the dignity and nobility of educational ideals, have wrought their very lives into the fabric of the institution. The early trustees, men of weight in the community, of intellectual and practical wisdom, laid foundations broad and deep. In the constitution which they drew up, their high purpose was clearly stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character

for an immortal destiny". Able and respected men and women, many of them of wide reputation, have nobly kept up the succession, generously giving their serious consideration to the larger policies of the school.

In the more intimate relation of teacher, fine minds and strong, true characters have left their impress on hundreds of girls, with a resulting cumulative influence for good impossible to measure.

During the middle period of its history, the long administration of Miss Philena McKeen, 1859-1892, the school became widely known and honored. The later period has been one of expansion and development, materially and educationally speaking. The plant has been enlarged by additional buildings and more adequate equipment, the teaching force has grown and the curriculum has been broadened as the times have required. One such natural change was the introduction, about 1900, of the college preparatory work, which has attracted an increasing number of students. At the same time, the thorough and advanced training of young women, through cultural and practical studies, in the academic course, remains the basic purpose of the school.

In the early days, Abbot Academy girls became for the most part teachers, or wives of ministers and doctors, the educated men of the period. Today, in natural consequence of advanced study in collegiate and technical institutions, they ably fill positions of many kinds, — practical, professional, administrative. Though their ability has thus found more varied forms of expression, yet the same spirit of earnest devotion to the real values of life is manifest. A great element of strength in the school today is the assurance of the affection and loyal interest of this body of women, scattered as they are in places of influence all over the world.

## SURROUNDINGS

Even in picturesque New England, the little town of Andover is singularly attractive. From its hill-top one looks out over the Merrimack valley to Monadnock and



Wachusett, in the glow of the radiant sunsets for which this region is famed. The rolling hills on every hand hold in their hollows charming lakes. Excellent roads lead to the mountains on the north, to the North Shore, near at hand, and to Boston on the south, which is within twenty-three miles by the Boston and Maine railroad. The opportunities of Boston are easily available for concerts, lectures, plays, and for visits to museums, art galleries and libraries. The broad streets of the village with their arching trees, the simple, dignified homes, the busy valley with its wheels always turning, the woods and hills and lakes have an enduring influence on the young girls who work and play and dream here through the years of school life.

The town is well-ordered. It has a pure and abundant water supply, adequate fire protection, excellent public schools, and strong, well-supported churches.

The school grounds are twenty-three acres in extent, with well-kept lawns, walks and gardens. They include a beautiful grove, and afford ample space for outdoor sports.

A lot near the campus, well adapted for winter sports has been purchased recently. This permits an adequate skating pond. The toboggan slide has been set up here, and the long slopes are suitable for coasting and skiing.

## EQUIPMENT

Abbot Academy is distinguished, even among the well-established schools of the vicinity, for its notable equipment. Its larger buildings are substantially constructed of brick and are specially planned for their present uses. All buildings are lighted by electricity, and almost all of them are heated from a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Obser-



vatory with a five-inch Clark telescope, and laboratories for Physics, Chemistry, Biology and Geology, and Household Science. These laboratories are roomy and generously supplied with apparatus.

DRAPER HALL, first used in 1890, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains Art Studios on the fourth floor, Music Studios on the third, a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

McKEEN MEMORIAL HALL was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. This is the main recitation building and contains numerous large and well-equipped class-rooms, and a study hall for the use of day students. An audience room and gymnasium of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, is known as Davis Hall. This hall contains an organ, presented to the school in 1912 by Mrs. Dorothy Davis Rimmer, a granddaughter of Mr. George L. Davis. A recent gift of Mrs. Rimmer made possible the enlargement of the organ. During the summer

of 1926, it was entirely rebuilt and greatly augmented. It has now three manuals and comprises thirty-four speaking stops, including the harp and chimes. Below the gymnasium are shower-baths with dressing-rooms and lockers. There are also offices for physical examinations and corrective work. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

THE JOHN-ESTHER ART GALLERY, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, completed in 1914, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honor of the late Mrs. John Phelps Taylor of Andover, a warm friend and benefactor of the school.

THREE ATTRACTIVE COTTAGES are used as residence houses for students. Sherman Cottage, opened in 1915, and the Draper Homestead and Sunset Lodge, opened in 1918-19, have places for thirty-six students. These houses are all conveniently near to Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

THE SCHOOL LAUNDRY is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also offers space for storage.

## LIBRARY

The Academy Library, of about six thousand volumes, is well equipped with books for the study of philosophy, English, French, German and Spanish literature, history, biography, and social science, religion, natural science and art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of books on Biblical history and literature. There is an excellent working collection of reference books. New books are added each year to every department. The reading-room of the library is supplied with the important American and foreign periodicals and New York and Boston daily papers.

As a requirement for all English classes, a graded course in instruction in the use of the Library is given each year. Through the informal lectures, held in the Library, and the problems which are subsequently worked out, the students learn to find material for research or for outside reading, and become familiar with the card catalogue and the classification system, with the Reader's Guide to Periodical Literature, and with the contents of the various magazines.

## LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

## CONCERTS

A series of concerts known as the Samuel Morse Downs Course is given each year by visiting artists in Davis Hall. One or more of these is usually devoted to orchestral or chamber music.

The Academy is fortunate in having on its staff artists of distinction. A series of solo and joint recitals by the faculty of the Music Department is an important part of the year's

program. These concerts give the students an opportunity to hear the great literature written for instruments and voice.

In addition to these occasions at the school, there are frequent opportunities to hear distinguished artists in the town of Andover as well as in Boston. Season tickets for reserved seats at the Friday afternoon concerts of the Boston Symphony Orchestra are purchased by the school for the use of those desiring them.

## ART EXHIBITIONS

Exhibitions of paintings, etchings, prints and other works of art are held from time to time in the John-Esther Art Gallery. These are open to the public as well as to the school.

During the past few months these have included: an exhibition of miniature pastels by Miss Kate Cotharin, an exhibition of small sculpture from soap, an exhibition of fifty paintings by Beatrice Whitney Van Ness, an exhibition of fifteen Old Masters, from the Metropolitan Museum of Fine Arts, New York.

These in addition to the considerable number of paintings in the collection belonging to the School, give the members of the school opportunity to become familiar with the important work of notable artists.

## EXCURSIONS

Andover is situated in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem and Marblehead, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

## HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse is in residence and has constant oversight over the health of the students. Skillful physicians are close at hand, and are quickly available in case of need.

The Antoinette Hall Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

*It is earnestly requested that no eatables except fresh fruit be sent to students at any time except by special permission previously obtained from the Principal. Thanksgiving boxes are not permitted.*

## DRESS

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. They are frequently required to be in white for special occasions and members of the Choir wear white when the Choir sings. Each girl, therefore must be provided with at least one simple white gown. This may consist of a serge or flannel skirt with a suitable blouse. She should also have a white sweater. Plainly made washable gowns may be worn for school during warm weather. Cotton gowns of white or light colors, or afternoon gowns, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must be modestly cut, and sleeves must come at least to the elbow. Middy "sport" blouses are used for gymnasium and sports



only. A tailored suit or one-piece gown is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. Fur coats should not be worn for school or ordinary exercise. A heavy sweater is useful for sports. Proper walking-shoes with broad, low heels, must be supplied for ordinary wear, and warm stockings must be worn during cold weather. Silk stockings are unsuitable for school wear. High heels may not be worn. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

## STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, wash-stand with separate toilet-set for each girl, a small writing-table, two straight chairs, and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, wash-stand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six table napkins, six sheets, six pillow-cases (20 x 32 inches) and extra blan-

kets. A counterpane and one pair of blankets are furnished by the school. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with woven or printed name-tapes bearing her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it*. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for registration, except by special arrangement.

No requests should be made for leave of absence immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

A written note of permission must be sent to the Principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will ask for leave of



absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory. Leave of absence is not given for dances.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will be granted only on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

## SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. A balance of at least five dollars must be left in the bank to each student's credit over the short vacations. In order that this banking

system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel. Parents are urged to cooperate with the school in this matter, and to supervise their daughters' expenditures.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at church service on Sunday morning is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, or by out-of-town speakers. The speakers at these services are men and women of wide outlook and vital appeal, and their influence upon the students is strong and lasting.

## THE ABBOT ACADEMY CHRISTIAN ASSOCIATION

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence in the religious life of the school. Through it, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to Hampton Institute, to the Andover Guild, and to Country Week. Generous gifts have also been made to the Student Friendship Fund, to the education in this country of Serbian students, and to other causes. In recent years a delegation has been sent annually to the Young Women's Conference at Northfield. During the school year, classes, under student leaders, are held for the discussion of present-day

problems. Devotional meetings are held each week. The Christian Association has also a responsibility for the social life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship among the students.

## ABBOT ATHLETIC ASSOCIATION

The Athletic Association is an important factor in the school. Its purpose is to further interest in athletic activities as a means of promoting the physical efficiency and good sportsmanship of the whole student body. Every student becomes a member of this association and has a voice in its administration.

Under the Athletic Association, sports are organized and contests are held. The school is divided into two clubs which compete in all major and minor sports. At the end of the year an award is given to the club winning the greater number of points.

In the fall and spring, there is as much out-of-door work as possible. A tennis tournament and contests in basketball, field hockey, track, volley ball, archery, and baseball are held. It is usually possible to have horseback riding and the sport is much enjoyed. Tobogganing, skating, coasting, snow-shoeing, and skiing are favorite winter sports. Each student is required to register for some form of vigorous athletic work, unless advised otherwise by a physician.

A list of thirty-three attractive walks in the vicinity of Andover has been prepared. For the completion of twenty-three of these walks as well as for accomplishment in all of the other sports, athletic points are given. Awards are given to individuals winning the required number of points.

A field day is held annually in the fall with Bradford Academy, at which there are contests between school teams in all the principal sports. This is held alternately at Andover and at Bradford, and is the occasion for much good fellowship between the two schools.

## SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent cooperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student prove untrustworthy, it would seem more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school might be severed, even were there no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## SOCIETIES

### "ODEON"

The Odeon Society is composed of twelve students, chosen from those members of the school who have shown special interest and ability in the study of literature and in literary expression. The object of its members is to become more familiar with the work of writers of distinction, and to develop power of expression through papers written for the society.

### "Q. E. D."

"Q. E. D." is the name of a society composed of twelve students, chosen from those members of the school who have shown special interest in history, politics and current events. Its object is, through reading and through discussion of current events, to develop understanding of world affairs, ability to speak to a point, and courage to defend an opinion.

### "A. D. S."

The Abbot Dramatic Society is a group of twelve students, who are specially interested in dramatic interpretation. Its members study and present plays, classic and modern.

### "PHILOMATHEIA"

Philomatheia is composed of students whose major interest is in scientific subjects. They follow the progress of scientific research, and share with the school information of importance concerning the advance of science. This society also has twelve members.

### "LES BEAUX ARTS"

As its name indicates, the group of girls in this recently formed society has art as a special interest. They propose for themselves the object: to discover what in a masterpiece makes it a work of art.

New members of these organizations are elected by the societies from lists recommended by the faculty. Each society has a faculty adviser.

It is the object of each society to increase interest in its chosen line of work, not only among its members, but throughout the school.

### "COURANT" AND "CIRCLE"

"The Abbot Courant" is the school magazine, published in January and June. "The Abbot Circle" is the Senior annual. Courant and Circle Boards are chosen from



members of the school recommended for their ability in written English. They edit and direct the publication of these periodicals.

### "FIDELIO"

The Fidelio Society is the school choir. Its members are chosen by the Director of Music from the best qualified students for the purpose of studying choral music and part singing. This society sings at special services and occasions throughout the year, and at Commencement time.

### THE "A" SOCIETY

The "A" Society is an organization composed of all students to whom "A's" have been awarded. "A's" are of two classes: "Athletic A's" and "Honor A's."

"Athletic A's" are awarded to students who have won at least two hundred athletic points. These students must have a satisfactory record in scholarship, and must show by good conduct and coöperation that they stand for high standards of school life. "Athletic A's" are awarded by the combined vote of the Athletic Council and the Faculty.

The "Honor A" is the highest honor awarded by the school. It is given to those students who have taken part with good spirit in athletics, who have worked faithfully and have maintained a good scholastic average, and who have shown qualities of character and of leadership which promise to make them in later years worthy representatives of Abbot Academy.

"Honor A's" are awarded to students by the combined vote of the Representative Committee of Student Council and of the Faculty.

### CUM LAUDE SOCIETY

A chapter of the "Cum Laude" Society has recently been formed at the Academy. This Society bears the same relation to the secondary schools that Phi Beta Kappa bears to the Colleges. It is hoped that through this recognition of scholastic ability, scholarship may be further encouraged.

## HOTEL ACCOMMODATIONS

The Phillips Inn, Chapel Street, Andover, and Shawsheen Manor, Shawsheen Village, Andover, offer comfortable accommodations for visitors. Rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.



# COURSE OF STUDY

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## ADMISSION

For admission to the Academy, English grammar, geography, arithmetic and United States history must have been completed as required for entrance to high school. The regular course requires five years, but more time may be needed if extra time is given to music, or drawing and painting. With the approval of the Principal, pupils may enter classes as they are prepared for them.

Inasmuch as the work of the school has been handicapped by notable deficiencies in the elementary work of students, all entering students will be examined on the elements of arithmetic, including common and decimal fractions, the elements of English grammar, spelling and hand-writing. Students who are deficient in these fundamentals must be tutored at regular rates. Regents' examinations will be accepted as evidence of the completion of grammar school work, without farther tests.

In general, credentials from other schools will be accepted for high school work. Students must be examined for admission to the Senior Class, and to classes in modern language. Candidates for admission to the Academic Senior class must be examined in English and English Literature, in physics or chemistry and in one foreign language. Candidates for admission to the College Preparatory Senior Class must present evidence of satisfactory work during the earlier years of their course, and must be examined on subjects which they wish to continue during the last year of the course. Their applications will be received only with the understanding that, if they fail to pass these examinations, more than one year must be allowed for the completion of college preparation. Students who are to take examinations should present themselves at the Academy on

the day before the regular registration day. Preliminary College Board entrance examinations may be accepted instead of examinations given by the school.

Only a limited number of new students will be permitted to enter the last year of college preparatory work. Students must accept our requirements for college preparation.

## APPLICATION

The application and credential blanks in the back of the circular should be filled in, signed, and sent to the Principal. At the same time, letters of recommendation should be sent to the school by the principal of the school last attended and by the pastor of the church attended by the applicant. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

## ACADEMIC COURSE

The Academic Course provides thorough general training.

Not less than nineteen units of work must be completed in this course. These must include English I, II, III, English Literature and English IV, General Literature and English V, four years of foreign language, including Latin I and II, Algebra, Plane Geometry, English History, Ancient History, General Science, Biology, either Physics or Chemistry, Philosophy, Modern European History, one-half unit, and History of Art, one-half unit. In addition to these, students are required to take Choral Music, and Physical Training during each year of the course, Bible each year except the first, and at least two years of work in Art and in Reading and Speaking, and one year of Musical Appreciation.

## TWO-YEAR ADVANCED COURSE

Graduates of accredited secondary schools will be received for two years of advanced work. Satisfactory evidence must be presented of ability to pursue the courses chosen.

The work presented for entrance must include four years of English, four years of foreign language, two of which must be Latin, one year of Algebra, one year of Plane Geometry, one year of science, with laboratory work, and one year of History. If any of these subjects have been omitted from the earlier course they may be included in the advanced work, if satisfactory equivalents are presented for entrance.

Not less than seventeen periods a week of prepared work must be taken during each year of this course. The following subjects are required:

English Literature, including one period a week of English composition;

General Literature, including one period a week of English composition;

Philosophy: Psychology, Ethics and Theism; Bible;

History of Art (History of Music may be substituted for the Music Certificate);

Modern European History.

Physics or Chemistry.

If any of the above subjects have been satisfactorily covered in the earlier work they need not be repeated.

The remaining subjects may be chosen from the following electives:

Foreign Language: Latin, French, German, Spanish;

Science: Physics, Chemistry, Astronomy (one-half unit),  
Geology (one-half unit), Survey of Science (one-half unit);

History: Ancient, Mediaeval, American, Current History;  
Economics;

Masters of English Prose;

Household Science I and II;

Music History, Music Theory.

In addition to the prepared work every student is required to take choral music, musical appreciation, and physical education.

Unusual opportunities are offered for both elementary and advanced work in art, music, and vocal expression. Superior work in art or music may be given credit by vote of the Faculty.

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A group of music electives, including history of music, ear training, and theory and composition, is offered, which, in connection with two years of technical study in instrument and voice, entitles a student to a certificate in music, provided she has also successfully completed the other work required for the diploma. These electives are open only to students in the Two-Year Advanced Course and in the senior middle and senior years of the Academic Course.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

No student will be promoted if her yearly average falls below C in more than two subjects during any year of her course. A senior whose yearly average falls below C in more than two subjects will not receive the diploma of the school.

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all the principal colleges for women.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in the fifteen points required for college entrance, or to recommend for examination in the fifteen points required for college entrance by the leading

women's colleges. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done at Abbot Academy, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

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The school has for several years given Intelligence Tests. In 1926-27, the Otis A Test and the Dearborn D Test were used. The Haggerty Reading Test has also been given. Through the results of these tests, it is possible to recognize early in the year the student of superior ability and to hold her to a high standard of scholarship; and, on the other hand, it is possible to meet intelligently the needs of the slower student and to furnish her such assistance as she may require.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

A diploma will not be given for one year's work in the school except in the case of excellence in scholarship.



# STUDY PROGRAM

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## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Reading and Speaking	(1)
Latin I	(5)	Art	(1)
Algebra I	(5)	Chorus Singing	(1)
General Science	(3)	Musical Appreciation	(1)
		Physical Education	(2)

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Chorus Singing	(1)
Latin II A or B	(5)	Musical Appreciation	(1)
Geometry	(4)	Reading and Speaking	(1)
English History	(4)	Art	(1)
		Physical Education	(2)
		Bible I	(1)

## JUNIOR MIDDLE YEAR

### ACADEMIC

### COLLEGE PREPARATORY

English III	(4)	English III	(4)
French, German, Spanish or Latin	(5)	Latin III	(5)
Biology	(4)	French, German or Spanish	(5)
Ancient History	(4)	Ancient History	(4)
Bible II	(1)	Algebra II	(2)
Art	(1)	Bible II	(1)
Reading and Speaking	(1)	Art	(1)
Chorus Singing	(1)	Reading and Speaking	(1)
Musical Appreciation	(1)	Chorus Singing	(1)
Physical Education	(2)	Musical Appreciation	(1)
		Physical Education	(2)

## SENIOR MIDDLE YEAR

### ACADEMIC AND TWO-YEAR COURSE

### COLLEGE PREPARATORY COURSE

#### *Required Courses*

English IV	(1)	College English I	(4)
English Literature	(4)	Physics	(4)
Physics or Chemistry	(4)	Laboratory	(4)
Laboratory	(4)	History	(4)
French, German or Spanish	(5)	Latin V	(5)
Bible III	(1)	Bible III	(1)
Chorus Singing	(1)	French, German or Spanish	(5)
Musical Appreciation	(1)		
Physical Education	(2)		

## ACADEMIC AND TWO-YEAR COURSE

*Elective Courses*

History:	
American or Mediaeval	(4)
Economics	(2)
Science:	
Astronomy, 1st semester	(4)
Geology, 2nd semester	(4)
Survey of Science	(2)
Household Science	(2)
Laboratory	(2)
Art	(1)
Reading and Speaking	(1)
History of Music	(2)
Theory of Music	(3)

(Continued)

## COLLEGE PREPARATORY COURSE

Chorus Singing	(1)
Musical Appreciation	(1)
Physical Education	(2)

## SENIOR YEAR

## ACADEMIC

*Required Courses*

English V	(1)
General Literature	(3)
Philosophy	(4)
Psychology (1st semester)	
Ethics            }	(2nd semester)
Theism           }	
Modern European History	(2)
History of Art	(2)
Bible	(1)
Chorus Singing	(1)

*Elective*

Literature — Masters of English	
Prose	(2)
Language	
Latin	(5)
French	
German	
Spanish	
History:	
American	(4)
Mediaeval	(4)
Current History	(2)
Science:	(4)
Astronomy (1st semester)	(4)
Geology (2nd semester)	(4)
Survey of Science	(2)
Economics	(2)
Household Science I or II	(2)
Laboratory	(2)
History of Music	(2)
Theory of Music	(3)

## COLLEGE PREPARATORY

College English II	(4)
Review Mathematics	(5)
Latin V	(5)
French, German, Spanish	(5)
or History	(4)
or Physics	(4)
with laboratory	(4)



## DEPARTMENTS

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*The courses of study are described as offered during the year 1926-1927. They are subject to change.*

### ENGLISH

Instruction in written and spoken English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write effectively; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

*Word Study.*

*Grammar* — Davis, "Practical Exercises in English."

*Composition* — Weekly themes, oral and written; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "High School English".

*Literature* — Selected readings. In 1926-1927 these included Scott, "Ivanhoe", and "The Lady of the Lake"; Shakespeare, "The Merchant of Venice"; Cooper, "The Spy"; Macaulay, "Lays of Ancient Rome"; "The Song of Roland".

ENGLISH II. 4 periods a week.

*Grammar and Rhetoric* — Ward, "Junior English Grammar". Davis, "Practical Exercises in English", second series.

*Composition* — Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

*Literature* — Selected readings. In 1926-1927, these included: Shakespeare, "Twelfth Night"; Irving, "Old Christmas"; Addison, "The Sir Roger de Coverley Papers"; Scottish and English Ballads; Scott, "The Talisman" and

"Marmion"; George Eliot, "Silas Marner"; Hawthorne, "House of Seven Gables"; Tennyson, "The Idylls of the King". Book Reports on books in Abbot Book List.

### ENGLISH III. 4 periods a week.

#### *Grammar.*

*Composition* — Paragraph-structure, construction of the theme, versification. Weekly long themes. Reports of current events. Leonard and Fuess, "Good Writing".

*Literature* — Selected readings. In 1926-1927, these included: Shakespeare, "Richard II"; Gayley, "Classic Myths"; Palmer, Translation of "The Odyssey"; Tennyson, Poems based on Greek Legends; Arnold, "Sohrab and Rustum"; Stevenson, "Inland Voyage" and "Travels with a Donkey"; Lockhart's "Life of Scott"; Scott, "Rob Roy". Representative Modern Poetry; Two Modern Plays. Book Reports on books in Abbot Book List.

### ENGLISH IV.

#### *Literature* — 4 periods a week.

Historical and critical study of English Literature, based on Long's "History of English Literature", and the reading of typical masterpieces of the successive periods.

*Composition* — 1 period a week. Themes, oral and written, criticism, versification. Brooks, "Composition, Book Two"; Précis Writing.

### ENGLISH V.

#### *Literature* — 3 periods a week.

A course in general literature, based on the study of representative classics of the world (in translation). Richardson and Owen, "Literature of the World"; Matthews, "Chief European Dramatists"; Palmer, "Odyssey of Homer"; Dante, "Vision"; Goethe, "Faust"; Novels, Poems, Plays, and Essays of the Nineteenth and Twentieth Centuries.

*Composition* — 1 period a week. Themes, oral and written, and study of written structures — the Poem, the Essay, the Novel, the Play. Greenough and Hersey, "English Composition"; "Précis Writing."

MASTERS OF ENGLISH PROSE.—One year two periods a week.

A course open to advanced students only, offering an intensive and critical study of the best work of English and American prose writers.

#### COLLEGE PREPARATORY.

A special college preparatory course in English is given in the Senior Middle and Senior years, following the first three years' work in English. This course is based on the requirement in English adopted by the Commission of New England Colleges. Students are prepared for the comprehensive form of examination.

#### COLLEGE ENGLISH I—4 periods a week

*Grammar* — Review of Grammar. Study of Sentence and Paragraph Structure.

*Spelling, Punctuation* — Lester, "Spelling Review".

*Composition* — Weekly or bi-weekly themes. Original themes in prose and poetry. Exposition and simple Argumentation. Source Themes on Chaucer's England, Elizabethan England and Eighteenth Century England. Paraphrasing and memorizing poetry. Book reports, oral and written. Thurber, "Précis writing for American Schools".

*Summary of English Literature* — Hitchcock, "Rhetoric and the Study of Literature".

Books Studied: Chaucer, "Prologue", "Knight's Tale", "Clerk's Tale", "Nun's Priest's Tale"; Shakespeare, "Macbeth" (careful study); Bacon, "Essays"; Spenser, "Faery Queene", Books 1 and 2; Milton, "Paradise Lost", Books 1 and 2, "Minor Poems"; "Golden Treasury", Parts of Books 1, 2 and 3; Addison and Steele, "Sir Roger de Coverley Papers"; Thackeray, "English Humorists"; Macaulay, "Dr. Johnson", "Clive"; Lincoln, "Speeches"; Carl Sandburg, "Smoke and Steel"; Amy Lowell, "Pictures of the Floating World".

#### COLLEGE ENGLISH II.

*Composition* — Paraphrasing, exposition, one long argument, outlining of Millikan, "Evolution in Religion";

Carlyle, "Essay on Burns"; Arnold, "Essay on Wordsworth."

Textbooks for reference: Hitchcock, "Rhetoric and the Study of Literature"; Thurber, "Précis Writing for American Schools."

Books studied: Shakespeare, "Hamlet", "The Tempest"; Sophocles, "Ædipus Rex"; Sheridan, "School for Scandal"; Wilde, "Lady Windermere's Fan"; One Modern play; Fuess, "Selected Essays"; Burns, "Songs"; Golden Treasury, Book IV, Wordsworth, Keats and Shelley; Arnold, "Wordsworth", "Keats"; Browning, Selected Poems; Two modern poets; Eastman, "Enjoyment of Poetry"; Scott, "Guy Mannering"; Thackeray, "Henry Esmond"; Conrad, "Typhoon"; Hardy, "The Return of the Native".

## L A T I N

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write accurate Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

LATIN I. 5 periods a week.

*Grammar* — Collar and Daniell, "First Year Latin."

LATIN II A. College Preparatory. 5 periods a week.

*Reading* — Caesar, 4 books or equivalent. Bennett, "Gallic War".

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".

*Vocabulary* — S. Dwight Arms, "Latin Dictionary" (550 words).

LATIN II B. Academic. 5 periods a week.

*Reading* — Sanford and Scott, "Junior Latin Reader".

*Reading* — Selections from Nepos's "Lives".

*Grammar* — Allen and Greenough, "Latin Grammar".

LATIN III. For students devoting five years to college preparation. 5 periods a week.

*Reading* — Selections from Cicero.

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Regents' Questions and Answers; Allen and Greenough, "Latin Grammar".

LATIN IV. 5 periods a week.

*Reading* — Cicero, 7 orations. Tunstall, "Select Oration of Cicero".

*Composition* — Baker and Inglis, "Latin Composition Part II".

*Grammar* — Allen and Greenough, "Latin Grammar".

LATIN V. 5 periods a week.

*Reading* — Vergil, 4 books. Fairclough and Brown, "Vergil's Aeneid". Ovid, Allen and Greenough, "Selections from Ovid". Frequent translation at sight from such authors as Vergil, Ovid, and Cicero.

*Composition* — Baker and Inglis, "Latin Composition, Part III". Prose at sight from examinations given by the College Entrance Examination Board and by individual colleges.

*Grammar* — Allen and Greenough, "Latin Grammar".

## F R E N C H

5 periods a week.

French is the language of the class-room in so far as is practicable. Opportunity for French conversation is given at the French table. Frequently, a French play is produced in the spring by members of the department. In 1926 "La Comedie de Celui qui épousa une Femme Muette" was given.

FRENCH 1.

A. *Grammar* — Chapuzet and Daniells, "Mes Premiers Pas en Français", Armand, "Grammaire Élémentaire I".



*B. Grammar* — François, "Essentials of French", Luria and Chankin, "Lectures Élémentaires".

*Reading* — Books such as the following are read: Méras and Roth, "Petits Contes de France"; François and Giroud, "Simple French"; Syms, "First French Reader"; Malot, "Sans Famille"; Lavis, "Histoire de France"; Barnes, "Histoires et Jeux"; Legouvé et Labiche, "La Cigale chez Les Fourmis"; Short plays arranged by François.

## FRENCH II.

*Grammar* — François, "Essentials of French".

*Composition* — Composition based on texts read; Sauzé, "Exercices in Irregular Verbs"; Méras, "First French Composition and Grammar Review"; Mansion, "Extracts for French Composition".

*Reading* — Books such as the following: Clément and Macirone, "Voici la France"; Victor Hugo, "Jean Valjean"; Daudet, "Tartarin de Tarascon"; Labiche et Martin, "Le Voyage de Monsieur Perrichon"; Scribe et Legouvé, "La Bataille de Dames"; Dumas, "Les Trois Mousquetaires"; Sandeau, "Mlle. de la Seiglière"; Short Stories from prominent French authors.

## FRENCH III.

*Grammar* — François, "Essentials of French".

*Composition* — Comfort, "French Composition".

*Reading* — Books such as the following: Loti, "Pêcheur d'Islande"; Moffet, "Lectures Historiques"; France, "Le Livre de Mon Ami"; Pailleron, "Le Monde où l'on S'Ennuie"; Danemarie, "Le Secret de L'Étang Noir"; Bordeaux, "La Peur de Vivre"; Schultz, "La Neuvaine de Colette"; Molière, "Le Malade Imaginaire"; Maeterlinck, "L'Oiseau Bleu"; Short Stories by Mérimée, Maupassant, Daudet, Balzac; Coppée, de Musset and others.

## FRENCH IV. ACADEMIC.

Study of French literature from the earliest times to the present. Readings from some of the following authors: Ron-

sard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, Balzac, Rostand, France, Bazin.

Review of Syntax, in French. Bouvet, "French Syntax".

Composition based on Texts read.

[This course is conducted wholly in French and is open only to those of excellent attainment.]

#### FRENCH IV. COLLEGE PREPARATORY.

Brief review of syntax in French, with advanced composition based on texts read. Reading from authors of the Nineteenth and Twentieth Centuries, such as the following: Lamartine, Hugo, Sand, de Musset, Balzac, Gautier, France, de Maupassant, Coppée, Hémon. Rostand, "Cyrano de Bergerac". The Hundred best French Lyrics.

### G E R M A N

5 periods a week.

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter.

#### GERMAN I.

*Grammar and Reader* — Mosher, "Lern-und-Lesebuch".

*Reading* — Books such as the following: Guerber, "Märchen und Erzählungen"; Müller, "Glück Auf"; Haertel, "German Reader for Beginners"; Storm, "Immensee". Songs and Poems.

#### GERMAN II.

*Composition and Reader* — Whitney and Stroebe, "Easy German Composition"; Gronow, "Geschichte und Sage".

*Reading* — Books such as the following: Bender, "German Short Stories"; Baumbach, "Sommermärchen"; Gerstäcker, "Germelshausen"; Heyse, "L'Arrabbiata"; Stökl, "Alle Fünf"; von Hillern, "Höher als die Kirche"; Fulda, "Unter vier Augen"; Benedix, "Der Prozess",



“Günstige Vorzeichen”; Schiller, “Wilhelm Tell”; Hatfield, “German Lyrics and Ballads”.

In the second year, special attention is given to German geography, and to the regions and cities in Germany which are of interest to the traveller.

### GERMAN III.

*Composition* — Whitney and Stroebe, “Easy German Composition”.

*Reading* — Books such as the following: Werner-Spanhoofd, “Aus Vergangener Zeit”; Whitney and Stroebe, “Geschichte der Deutschen Literatur”; Riehl, “Burg Neideck”; Freytag, “Die Journalisten”; Baumbach, “Der Schwiegersohn”; Sudermann, “Frau Sorge”; Carl Schurz, “Lebenserinnerungen”; Lessing, “Minna von Barnhelm”; Schiller, “Wilhelm Tell”; “Jungfrau von Orleans”; “Das Lied von der Glocke”; Goethe, “Hermann und Dorothea”; German Lyrics and Ballads.

### GERMAN IV.

Brief study of the history of German literature in connection with the study and analysis of representative dramas and novels of classic and modern German.

## S P A N I S H

5 periods a week.

Spanish is used largely in conducting recitations and conversation is introduced so that students quickly understand the spoken language. There is practice in taking dictation.

The memorizing of good Spanish is considered highly important, and occasionally, in addition to the learning of proverbs, poems and songs, a play is presented in Spanish. Martinez Sierra's “El Palacio Verde,” and Carrión y Aza's “Zaragüeta”, have been recently given.

### SPANISH I.

*Grammar and Composition* — Hills and Ford, “First Spanish Course”.

Reading, with composition and conversation based upon the text. Books such as the following are read: Galland and Brenes, Mesén, "Elementary Spanish Reader"; Carrión y Aza, "Zaragüeta"; Valera, "El Pájaro Verde".

## SPANISH II.

*Grammar and Composition* — Wilkins, "New Second Spanish Book".

*Reading* — Books such as the following are read: Altamirano, "La Navidad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela"; Moratín, "El Sí de las Niñas"; Valdés, "La Hermana San Sulpicio".

## SPANISH III.

*Composition* — Seneca, "Spanish Conversation and Composition"; Wilkins, "Elementary Spanish Prose".

*Reading* — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Cervantes, "Don Quixote", selections; Alarcón, "Novelas Contas".

# HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

## HISTORY I. 4 periods a week.

English History. Cheyney, "Short History of England".

## HISTORY II. 4 periods a week.

Ancient History. West, "Ancient World". Meets college entrance requirements.

HISTORY III. 4 periods a week.

American History and Civics. Muzzey, "American History"; Williamson, "Problems in American Democracy"; McKinley, "Illustrated Historical Topics". Meets college entrance requirements.

HISTORY IV. 4 periods a week.

Mediaeval History. Robinson, "Middle Period of European History".

HISTORY V. 2 periods a week.

Modern and Contemporary European History. Schapiro, "Modern and Contemporary European History". Emphasis is laid on social and economic as well as political matters, especially as they explain present-day world problems. Map work, outlining and making of charts is required.

HISTORY OF FINE ARTS. 2 periods a week.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-books and reference work. Fletcher, "History of Architecture"; von Mach, "History of Painting".

HISTORY OF MUSIC.

This is a lecture course profusely illustrated by examples showing the evolution of the art of music.

CURRENT EVENTS. 2 periods a week.

The object of this course is to train the judgment of the students and to help them to take an intelligent and responsible interest in the affairs of their own country and of the world.

Newspapers, periodicals and library reference books are used.

In 1926-27, "Poverty and Waste" by Hartley Withers and parts of Johnson, "Introduction to Economics" were studied.

## MATHEMATICS

All students are required to complete a year's work in Elementary Algebra, and a year's work in Plane Geometry.

College Preparatory students take additional work in Algebra before taking up the work of the Senior year.

A review of both Algebra and Geometry, completing the college requirement, is given in the Senior year.

FIRST YEAR. 5 periods.

Algebra. Durell and Arnold, "Elements of Algebra".

SECOND YEAR. 4 periods.

Geometry. Durell and Arnold, "Plane Geometry".

THIRD YEAR. 2 periods.

Algebra. Wentworth and Smith, "School Algebra", Part II.

FOURTH YEAR. 5 periods.

Algebra. Longley and Marsh, "Algebra"; Rivenburg, "A Review of Algebra"; McCurdy and Tower, "Exercises in Algebra".

Geometry. Schultze-Sevenoak-Schuyler; also, Globe Outline Series, "Plane Geometry"; Newton-Lynde, "Exercises in Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratories are equipped for individual work; the library is well supplied with reference books, and text-books are supplemented by collateral reading and informal lectures.

GENERAL SCIENCE. 3 periods a week.

A brief introduction to the natural sciences. The aim of this course is to give some acquaintance with simple facts and principles of natural science and to arouse interest in scientific phenomena of every-day life.

BIOLOGY. 5 periods a week.

*First Semester* — A general introduction to animal morphology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of some typical forms of animal life.

*Second Semester* — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course, emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

ASTRONOMY. 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a five-inch Alvan Clark telescope, equatorially mounted.

GEOLOGY. 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Laboratory work and field study of river, glacier, and seashore phenomena.

CHEMISTRY. 8 periods a week including laboratory work.

A study of the more important elements and their compounds, and of the theories and laws underlying simple

chemical processes, with practice in the solution of problems; individual laboratory work under the supervision of the teacher, including some experiments of a quantitative nature.

Throughout the course, emphasis is placed upon the practical applications of chemistry.

This course meets the college entrance requirements.

**PHYSICS.** 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, and electricity.

Emphasis upon the practical application of principles; practice in solution of problems; lecture table demonstrations, and at least thirty-five experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

**SURVEY OF SCIENCE**, for advanced students only. 2 periods a week.

The development of scientific ideas from the time of Aristotle, with emphasis upon the discoveries and inventions of recent times and their effect upon industrial and social life. The object of the course is to rouse general interest in the sciences and its value is cultural rather than technical.

## HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

**HOUSEHOLD ECONOMICS I.** 4 periods a week. Senior or Senior Middle year.

*Household Management* — 1 period a week. Housewifery, marketing.

*Dietetics* — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

*Laboratory* — 2 periods a week. Cookery, food experiments.

**HOUSEHOLD ECONOMICS II.** 4 periods a week. Senior year.

*House Building* — 1 period a week. Location, sanitation, planning and furnishing.



*Household Management* — 1 period a week, first semester.  
Division of income. Personal and household accounts.

*Study of Textiles* — 1 period a week, second semester.  
Production, cost, use, care.

*Laboratory* — 2 periods a week. Sanitation, first semester. Needlework, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

## PHILOSOPHY

Open only to members of the Senior Class. 4 periods a week.

This course includes the elements of Psychology, Ethics, and Christian Theism. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Dewey and Tufts, "Ethics".

Lectures on Christian Theism by the Rev. Charles H. Cutler, D.D.

## BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.



BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

## MUSIC

All students are required to take a one-year course in Musical Appreciation, and one period a week in choral singing. The required appreciation course aims at the development of musical perception and analysis. Typical musical forms are discussed and illustrated at the piano.

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

## MUSIC CERTIFICATE

A group of elective courses covering two years' work is offered to pupils who wish to give more than casual attention to music. These include Theory, History, Ear Training and Appreciation and accompany the technical study of instrument and voice. These electives may be chosen in the Senior Middle and Senior years of the Academic Course. Students who wish to offer Music for college entrance will find the college requirement covered by these courses. Pupils who wish to pursue their musical studies further after graduation, either in this country or in Europe, will find this work of fundamental value.

A certificate will be given stating that these courses have been satisfactorily completed.

## MUSIC COURSES

HISTORY OF MUSIC. One year, 2 periods a week.

This is a lecture course, profusely illustrated by examples showing the evolution of the art of music.

FUNDAMENTALS OF FORM: Analysis. 1 year, 2 periods a week.

The language and materials of music; elementary physics of Music.

THEORY, HARMONY, and EAR TRAINING; two years, 3 periods a week.

Construction of major and minor scales; intervals, chords, melody writing; harmonization, modulation; rhythmic, melodic and harmonic dictation.

In order to be admitted to the elective courses in music, as a candidate for the Music Certificate, the pupil must present evidence of musical ability, and training in the fundamentals of musical technique, such as: ability to play all the major scales; ability to read easy music at sight; ability to play or sing one or two prepared classics of moderate difficulty.

In order to receive the certificate in instrumental music the pupil must be able to play satisfactorily a classical sonata or a fugue of Bach; a concert piece of the romantic or modern school; a piece prepared by the pupil without supervision; a piece of ordinary difficulty at sight; and an ensemble number. In vocal music, she must be able to sing all necessary technical exercises without aid of the instrument; one or more arias from opera or oratorio; one or more classical songs as well as modern songs of equal value; a simple song or hymn at sight.

## CHORAL MUSIC AND RECITALS

Instruction is given all pupils in chorus and hymn singing, and in musical appreciation.

The Fidelio Society offers opportunity for the more advanced study of choral music and part singing.

The Sunday evening service is frequently held in Davis Hall with special choral music. This service is followed by a recital by the director of music, on the beautiful three-manual organ in the auditorium.

Recitals by the music pupils in all departments accustom them to public performance.

## DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of composition, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students. For the regular class work there is no extra charge.

Special lessons are offered in the following lines of work:

1. Drawing, painting, pastel, — from casts, still-life, costume-model, landscape.
2. Design, using the principles of Denman Ross.
3. Posters.
4. Modelling in clay, — from casts and life. Casting.
5. China luster.
6. Wood-carving.
7. Leather-tooling.
8. Costume design.

This class gives the student opportunity to develop any special talent, and to pursue branches not offered in the regular courses. Individual attention is given each student.

Visits are made to the Boston Museum of Fine Arts, and the Isabella Gardner Museum, to Art Schools, local Art exhibitions and some private studios during the year.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance sculpture.

In the John-Esther Art Gallery, belonging to the school, is a good collection of paintings, which, together with special exhibitions of the work of modern painters, etchers and engravers, which are held in the Gallery, furnish excellent examples for study.

## READING AND SPEAKING

This work aims to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight correctly, intelligently and expressively.

It includes attention to breathing, to tone-placing and diction; to tone production; and to analysis of prose and poetry in order to understand and to express the thought.

## DRAMATICS

The value of dramatic work as a part of education has been more and more recognized of recent years in many departments of the school.

The members of the Academic Senior Class study play-writing as a part of their class work in English. Some of these plays have been presented under the management of their authors. The Bible department has dramatized and successfully presented some of the episodes of Old Testament history. Each of the modern language departments prepares and presents plays at frequent intervals. The Dramatic Society has for its object the study and presentation of plays.

In addition to these, the Senior Middle Class presents, each year, a short play, or a group of one-act plays, and the Senior Class presents the most formal play of the year.

Among the plays presented during the past year have been "Tickless Time" and "The Rising of the Moon" by the Dramatic Society; "Pierrot's Mother", "Miss Civilization" and "The Golden Doom", by the Senior Middle Class; "El Si de las Niñas" by the Spanish Department; and "Quality Street" by the Senior Class.

## PHYSICAL EDUCATION

The object of the work is to develop vigorous, graceful and efficient women.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Shower-

baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

Physical measurements are made by the Director at the beginning and end of the school year. Medical Examinations are made by the Examining Physician of the school before students are permitted to undertake vigorous athletic work or gymnastics.

Unless in the opinion of a physician it is unwise for her to do so, each student is required to take the regular work in Physical Education, and to register for some form of athletic work.

During the winter and spring, classes in gymnastics, and in rhythmic work meet twice a week. Every student must be enrolled in one or the other line of work.

Special individual corrective and health gymnastics are given to those students who, upon physical examination, are found to have poor posture. Special classes will be formed for those who are not equal to the more vigorous work in physical education, yet who would be benefited by regular, directed exercise.

A course of lectures in Hygiene is given in the fall, by the Physical Director and the Examining Physician, to the whole school.

The Director of physical education is in charge of athletics and outdoor sports.

## E X P E N S E S

Board and Tuition, per year	.	.	.	\$1400.00
Tuition for Day Scholars	.	.	.	350.00
Piano and Organ, per year:				
Two half-hour lessons a week	.	.		200.00
Use of piano, one period daily	.	.		15.00
Use of organ and electric blower, one period daily	.	.	.	30.00
Vocal Music, per year:				
Two half-hour lessons a week	.	.		200.00



Violin, per year:	
One hour lesson a week . . . . .	200.00
Violoncello: according to charge of instructor	
Drawing and Painting: special lessons,	
Two periods a week, per year . . . . .	100.00
Vocal Expression: private lessons, one lesson a	
week, per year . . . . .	100.00
Physical Examination . . . . .	1.00
Tutoring, per hour . . . . .	2.00
Laboratory Fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoology, each . . . . .	2.00
Cooking, and Sewing, according to cost of	
materials used . . . . .	
School Concerts and Lectures . . . . .	5.00
Pew Rent, per year . . . . .	3.00
Laundry, at current rates	

Payments for board and tuition must be made to the Treasurer as follows: *Boarding Students*: twenty-five dollars (\$25) at the time of registration for reservation of place; eight hundred and twenty-five dollars (\$825) in September, at the time of entrance; and five hundred and fifty dollars (\$550) on February first. *Day Students*: twenty-five dollars (\$25) at the time of registration for reservation of place; one hundred and seventy-five dollars (\$175) in September, at the time of entrance; and one hundred and fifty dollars (\$150) on February first. The fee for reservation of place is forfeited if the place is not taken. Bills for Art and Music are payable one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and *no deduction is made for late entrance, absence or removal* before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or



premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of at least fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 17). This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty-eight Thousand Dollars.

The Emma G. Easton Scholarship . . . .	\$1000
The Brewster Scholarship . . . .	1000
The French Scholarship . . . .	1000
The New Hampshire Scholarship . . . .	1000
The Draper Scholarship . . . .	1000
The Minnie E. Lewis Scholarship . . . .	1000
The Abby W. Boyd Scholarship . . . .	1000
The Rice Scholarship . . . .	1000
The Rufus S. Frost Scholarship . . . .	1000
The Nancy J. Haseltine Scholarship . . . .	2000
The Mary A. Richards Scholarship . . . .	400
The Faith Scholarship . . . .	700
The Phebe Fuller McKeen Scholarship . . . .	3000
The Andover or Coburn Scholarship . . . .	2000
The John Cornell Scholarship . . . .	3000
The Frieda Gerlach Billings Scholarship . . . .	7500
The Timothy Augustus Holt Scholarship . . . .	26000
The Raymond Scholarship . . . .	5000
The Charlotte Cornell Scholarship . . . .	4000
The Charlotte Ward Briant Scholarship . . . .	1000
The Stephen M. Knevals Scholarship . . . .	3000
The Ruth Parker Scholarship . . . .	1000
The Sarah Cushing Sharp Scholarship . . . .	1000
The Abby N. Smart Scholarship . . . .	2000

The income of these funds is administered in accordance with the conditions attaching to each.

## TRUSTEES SCHOLARSHIPS

For the next two years, the Trustees will grant ten annual scholarships to boarding pupils of restricted means taking one of the two regular courses. There will be two groups of these scholarships.

1. Five scholarships of \$300 each may be awarded to new pupils entering the Senior Middle Class or the Junior Middle Class.

2. Five scholarships of \$200 each may be awarded to returning pupils who are to be in the Senior or the Senior Middle Class.

These awards will be made only on the basis of excellent ability as indicated by previous school record and whatever scholastic tests may be required, and of high personal quality as evidenced by the interests, dispositions and achievements of the candidates.

The granting of any or all of these scholarships may be withheld at the discretion of the Principal and of the Treasurer. Further information concerning the conditions under which these scholarships will be granted may be obtained from the Principal.

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## ENROLLMENT OF STUDENTS

Boarding students	.	.	.	.	.	.	141
Day students	.	.	.	.	.	.	48
							<hr/> 189

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## DISTRIBUTION BY STATES

Massachusetts, one hundred and two; New York, nineteen; Connecticut, sixteen; Maine, eight; Pennsylvania, seven; New Jersey and New Hampshire, each six; Ohio and Michigan, each four; Vermont, Maryland, Illinois and Indiana, each two; Rhode Island, Missouri, Montana, West Virginia, Oklahoma, Colorado, Wisconsin, Washington, D. C. and Korea, each one.

## THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from members of the school, it furnishes news of the events of the year, and much space is given to items concerning alumnae and former students. Price, per year, \$1.50.

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## THE ABBOT BULLETIN

The Abbot Bulletin is a semi-annual publication sent out from the school by the Alumnae Association and the Board of Trustees to all former members of the school. It contains news of the school and of its policies that is of special interest to the Alumnae, and also general news and announcements of the Alumnae Association, and of the Abbot Academy Clubs.

It does not, as a rule, contain personal items about the Alumnae. Such items may be found in The Abbot Courant.

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## ABBOT ACADEMY CLUBS

Abbot Academy Clubs in Boston and New York have long been established. Abbot Academy Clubs have recently been formed in Detroit, Chicago, Pittsburgh, Philadelphia, Maine, Central Ohio, Connecticut, Southern New England, Cleveland and Eastern Maine. All these clubs have stated meetings during the year and welcome present and former members of the school.

Information about these clubs may be obtained by addressing Abbot Academy.

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## ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00.

This association helps the school, not only by strengthening associations and stimulating loyalty, but very practically, as the interest of its funds is devoted to the needs of the Academy. Application for admission to membership may be made to Miss Mary Bancroft, Secretary, Abbot Academy Alumnae Association, Abbot Academy, Andover, Mass.

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## THE CENTENNIAL LOYALTY FUND

The Abbot Academy Centennial Loyalty Fund was established in 1920 by the Alumnae Association. Its object is to provide a General Endowment for the Academy, through the gifts of its former students, in recognition of the one hundredth anniversary of the founding of the school, which will occur in 1929. Each former student is asked to give regularly each year a sum, large or small according to her ability, in expression of her gratitude and loyalty to her Alma Mater.

The Director of the Loyalty Fund is Miss Alice Carter Twitchell, 20 Deering Street, Portland, Maine, from whom all information on this subject may be obtained.

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## ANNUITIES

Alumnae and friends of the school who would gladly make gifts to the endowment fund but feel that they need the income for their own support will be interested to know of the possibility of making a gift on an annuity basis. By this plan, it may be arranged that donors of sums of \$500.00 or more receive in return life annuities. These provide a secure income without further anxiety as to investment, and in addition give to their donors the satisfaction of seeing during their lives the way in which their gifts are used.

Several of our friends are already enjoying the double benefits of this mode of gift.

## GENERAL CATALOGUE

The general catalogue of Abbot Academy contains brief information concerning students and teachers from 1829 to 1913, numbering about five thousand. The information necessary for this comprehensive record was secured by painstaking research through the cooperation of alumnae and interested friends, post office, church and town officials. The book may be obtained from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton St., Andover, Mass.

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## NEW ADDRESS BOOK

A register of the names and addresses of present and past students of Abbot Academy is now being prepared for publication. It includes over a thousand names in addition to those in the biographical catalogue issued in 1913. The new book will be ready in the fall, price, one dollar, including postage. Orders may be sent to Miss Jane B. Carpenter, Keeper of Alumnae Records, Abbot Academy, Andover.

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## HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the opening of the school in 1829 to the close of Miss McKeen's administration in 1892, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

# STUDENTS, 1926-1927

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## ACADEMIC SENIOR CLASS

Betty Lee Burns	<i>Indianapolis, Indiana</i>
Priscilla Chapman	<i>Winchester</i>
Nathalie Cushman	<i>Danvers</i>
Helen Dyer	<i>Brookline</i>
Louise Pierce DeCamp	<i>Winchester</i>
Katherine Maude Farlow	<i>Andover</i>
Ruth Evelyn Harvey	<i>Medford</i>
Miriam Houdlette	<i>Melrose Highlands</i>
Emily Louise House	<i>South Manchester, Connecticut</i>
Lois Isabel Kimball	<i>Summit, New Jersey</i>
Nancy Page Kimball	<i>Waban</i>
Sylvia Parker Miller	<i>Germanatown, Pennsylvania</i>
Ruth Margaret Nason	<i>Medford</i>
Margaret Nay	<i>Wellesley Hills</i>
Alice Rogers	<i>Winchester</i>
Virginia Williston Smith	<i>Westfield</i>
Harriet Elizabeth Sullivan	<i>New London, Connecticut</i>
Sydna Victoria White	<i>Waban</i>

## COLLEGE PREPARATORY SENIOR CLASS

Helen Moneta Amesse	<i>Denver, Colorado</i>
Mary Hamilton Ayers	<i>Akron, Ohio</i>
Charlotte Evelyn Chase	<i>Andover</i>
Margaret Anne Creelman	<i>Lakeville, Connecticut</i>
Margaret Thurston Cutler	<i>Andover</i>
Gertrude Holley Drummond	<i>Bronxville, New York</i>
Ellen Clementine Faust	<i>Jewett City, Connecticut</i>
Jane Dare Fitch	<i>New London, Connecticut</i>
Dorothy Lillian French	<i>Waterbury, Connecticut</i>
Persis Christine Goodnow	<i>Keene, New Hampshire</i>
Jane Phillips Graves	<i>Concord, New Hampshire</i>
June Meredith Hinman	<i>Andover</i>
Pauline Humeston	<i>Huntington, Long Island, New York</i>
Katherine Josephine Keany	<i>Andover</i>
Mary Roe Knight	<i>Monroe, New York</i>
Marjorie Knowlton	<i>Andover</i>
Edna Louise Marland	<i>Ballardvale</i>
Mary Belle Maxwell	<i>Ardmore, Oklahoma</i>
Harriet Esselstyn Nash	<i>Washington, District of Columbia</i>



Ruth Mason Perry  
 Lucy Coburn Sanborn  
 Flora Elliot Skinner  
 Dorothy Farwell Spear  
 Aylmer Stantial  
 Beatrice Aline Stephens  
 Alice Wilmot Stonebraker  
 Ella Heard Stonebraker

*Andover*  
*Andover*  
*Wakefield*  
*Bangor, Maine*  
*Melrose*  
*Somerville*  
*Hagerstown, Maryland*  
*Hagerstown, Maryland*

## COLLEGE PREPARATORY SPECIALS

Helen Connolly  
 Louise Pope

*Newburyport*  
*Cleveland, Ohio*

## ACADEMIC SENIOR MIDDLE CLASS

Katharine Isabel Adams  
 Louise Josephine Anthony  
 Eleanor Bird  
 Katherine Kidde Bornemann  
 Janet Cunningham  
 Dorothea Mae Dow  
 Maeda Louise Elmer  
 Virginia Gay  
 Eleanor White Gordon  
 Frances Bryden Gould  
 Elizabeth Marsh Jackson  
 Dorothy Louise Jennings  
 Beatrice Lane  
 Helen Elizabeth Leavitt  
 Eleanor Leech  
 Mary Alice McIntosh  
 Dora Elizabeth Noyes  
 Mary Olive Piper  
 Virginia Ryland Pontious  
 Susan Bacon Ripley  
 Constance Wyer Rundlett  
 Nancy Sherman  
 Emily Sloper  
 Elisabeth Small  
 Marian Heathman Smith  
 Louise Tobey  
 Caroline Rebecca Ward  
 Barbara Wentworth  
 Priscilla Brooks Whittemore

*Scarsdale, New York*  
*Garden City, Long Island, New York*  
*Rockland, Maine*  
*Montclair, New Jersey*  
*Glencoe, Illinois*  
*Montclair, New Jersey*  
*Hamilton, New York*  
*Friendship, Maine*  
*Concord*  
*Winchester*  
*Springfield*  
*Andover*  
*Fitchburg*  
*Haverhill*  
*Providence, Rhode Island*  
*Spencer, West Virginia*  
*Limestone, Maine*  
*South Sudbury*  
*Kansas City, Missouri*  
*Andover*  
*Portland, Maine*  
*Winchester*  
*New Britain, Connecticut*  
*Melrose*  
*New Hartford, New York*  
*Manchester, New Hampshire*  
*Springfield*  
*Winchester*  
*Andover*

## COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Frances Eleanor Anderson  
 Clarice Isabelle Bartlett  
 Christine Bliss  
 Ruth Allerton Cushman

*Pittsburgh, Pennsylvania*  
*Freeport, Long Island, New York*  
*Burlington, Vermont*  
*Sharon*

Lois Adelaide Dunn  
 Jean Olive Frederick  
 Margaret Drugan Graham  
 Susan Heaney  
 Jessie Marianne Hirst  
 Elizabeth Ramsay Hoffman  
 Elizabeth Hollis  
 Louise Hermance Hyde  
 Frances Gwenllian Jones  
 Margaret Boe Nivison  
 Josephine Gilbert Paret  
 Marian Beecher Quin  
 Katherine Ross  
 Elizabeth Ryan  
 Elizabeth Schuh  
 Millicent Clark Smith  
 Laura Patterson Snell  
 Jean Reid Swihart  
 Theodora Talcott  
 Barbara Vail  
 Elizabeth Wurts Whitney  
 Katherine Whiting Willauer  
 Emelyn Wright

*Lock Haven, Pennsylvania*  
*Greenlawn, Long Island, New York*  
*Andover*  
*Chicago, Illinois*  
*Seoul, Korea*  
*Andover*  
*Lynn*  
*Ware*  
*Cincinnati, Ohio*  
*Waterville, Maine*  
*Moorestown, New Jersey*  
*New Haven, Connecticut*  
*Middlebury, Vermont*  
*Andover*  
*Hartford, Connecticut*  
*New Bedford*  
*Helena, Montana*  
*Hasbrouck Heights, New Jersey*  
*Hartford, Connecticut*  
*Michigan City, Indiana*  
*White Plains, New York*  
*New York, New York*  
*Andover*

## JUNIOR MIDDLE CLASS

Catherine Gardner Bowden  
 Elizabeth Montague Bowser  
 Alice Juliet Butler  
 Gertrude Elizabeth Campion  
 Elizabeth Crowinshield Dean  
 Mary Eaton  
 Marjorie Bluett Ellis  
 Kathie Fellows  
 Florence Fitzhugh  
 Katherine Taber Fox  
 Mary Kendrick Francis  
 Hester Dorothe Gerrish  
 Harriet Beatty Gilmore  
 Juliette Adams Gordon  
 Lois Melanie Hardy  
 Katherine Haskell  
 Mary Jeanette Hubbard  
 Helen Hurlburt  
 Elizabeth Gignoux Hulse  
 Joyce Jarman  
 Eleanor Jones  
 Katherine Mason Kennedy  
 Gertrude Elizabeth King  
 Mary Estelle Levering  
 Jane Allen Linn

*Marblehead*  
*Lawrence*  
*New Haven, Connecticut*  
*Andover*  
*Brookline*  
*Wakefield*  
*Grosse Pointe, Michigan*  
*Salem*  
*Bronxville, New York*  
*Cambridge*  
*Andover*  
*Andover*  
*Chambersburg, Pennsylvania*  
*Concord*  
*Wellesley Farms*  
*Wakefield*  
*Pontiac, Michigan*  
*Glastonbury, Connecticut*  
*Monroe, New York*  
*Scarsdale, New York*  
*Lebanon, New Hampshire*  
*Suffield, Connecticut*  
*Claremont, New Hampshire*  
*Jenkintown, Pennsylvania*  
*South Zanesville, Ohio*

Hannah Chapin Lyman  
 Elizabeth McAllister  
 Elizabeth Retta McKinney  
 Katherine Kilgore Mead  
 Ann Eshelman Miller  
 Marguerite Neville  
 Charlotte Osgood  
 Cathryn Mace Phillips  
 Despina Georgia Plakias  
 Marion Elizabeth Robertson  
 Ruth Wentworth Rockwell  
 Anne Katherine Ross  
 Mary Kirkland Roys  
 Elizabeth Eddy Shaw  
 Ruth Luella Shulze  
 Mary Ella Southworth  
 Jean Elizabeth Stewart  
 Katherine Chandler Stewart  
 Olive Christie Warden  
 Priscilla White

*Northampton*  
*Methuen*  
*Manchester, New Hampshire*  
*Bangor, Maine*  
*Germanstown, Pennsylvania*  
*North Andover*  
*North Andover*  
*Brighton*  
*New York, New York*  
*Manchester, Connecticut*  
*North Andover*  
*Bay City, Michigan*  
*New York, New York*  
*Bay City, Michigan*  
*Andover*  
*Andover*  
*Mount Vernon, New York*  
*Windsor, Connecticut*  
*Andover*  
*Wakefield*

## JUNIOR CLASS

Barbara Lee Allison  
 Persis Simonds Bean  
 Anita Margarete Biery  
 Katherine Holt Blunt  
 Donna MacDonald Brace  
 Juliette Blackman Breese  
 Janet Brown  
 Elaine Rey Burtt  
 Barbara Sylvester Folk  
 Katrina Fountain  
 Jane Goodell  
 Grace Bradbury Hadley  
 Barbara Mary Healey  
 Nancy Lewis  
 Barbara Violet Lord  
 Elizabeth Osborne  
 Priscilla Howard Page  
 Elizabeth Norris Perry  
 Jeanette Launder Quimby  
 Mary Beatrice Richards  
 Helen Ripley  
 Doris Seiler  
 Elizabeth Striplin Southworth  
 Vivian Southworth  
 Eleanor Thompson  
 Hersilia Warren  
 Marjorie Francis Watson

*West Medford*  
*Lawrence*  
*Andover*  
*Andover*  
*Pelham Manor, New York*  
*Portage, Wisconsin*  
*Northampton*  
*Andover*  
*Andover*  
*Scarsdale, New York*  
*Andover*  
*North Andover*  
*Ossining, New York*  
*Andover*  
*Boston*  
*Andover*  
*Andover*  
*Portland, Maine*  
*Andover*  
*Andover*  
*South Orange, New Jersey*  
*Andover*  
*Andover*  
*Waltham*  
*Winchester*  
*Andover*

## FIRST YEAR CLASS

Mary Stewart Angus  
Emily Bullock  
Charlotte Gay Chamberlain  
Flora Mabel Collins  
Evelyn Alice Folk  
Barbara Graham  
Jeanne Merrill Harrington  
Elsa Katzmann  
Monica Keith  
Charlotte Amy Marland  
Marcia Rudd  
Martha Jennette Tuttle  
Mary Dorothy Welch  
Mariette Whittemore

*Andover*  
*Andover*  
*Sharon, Connecticut*  
*Andover*  
*Andover*  
*Andover*  
*Andover*  
*Hyde Park*  
*Brookline*  
*Ballardvale*  
*Lakeville, Connecticut*  
*Torrington, Connecticut*  
*Andover*  
*Andover*

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## MUSIC STUDENTS

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### PIANO

Persis Simonds Bean  
Anita Margarete Biery  
Katherine Kidde Bornemann  
Juliette Blackman Breese  
Elaine Rey Burt  
Alice Juliet Butler  
Gertrude Elizabeth Campion  
Mary Eaton  
Marjorie Bluett Ellis  
Virginia Gay  
Jane Goodell  
Frances Bryden Gould  
Lois Melanie Hardy  
Katherine Haskell  
Mary Jeanette Hubbard  
Pauline Humeston  
Helen Hurlburt  
Elza Katzmann  
Lois Isabel Kimball  
Nancy Page Kimball  
Helen Elizabeth Leavitt

Eleanor Leech  
Mabel Estelle Levering  
Charlotte Amy Marland  
Edna Louise Marland  
Harriet Esselstyn Nash  
Margaret Nay  
Dora Elizabeth Noyes  
Elizabeth Osborne  
Josephine Gilbert Paret  
Despina Georgia Plakias  
Virginia Ryland Pontious  
Mary Kirkland Roys  
Marcia Rudd  
Constance Wyer Rundlett  
Elizabeth Eddy Shaw  
Marian Heathman Smith  
Elizabeth Striplin Southworth  
Vivian Southworth  
Beatrice Aline Stephens  
Jean Elizabeth Stewart  
Louise Tobey

Hersilia Warren

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### VOICE

Barbara Lee Allison  
Juliette Blackman Breese  
Louise Pierce DeCamp  
Maeda Louise Elmer

Beatrice Lane  
Eleanor Leech  
Katherine Mace Phillips  
Mary Olive Piper

Ellen Clementine Faust  
Katherine Taber Fox  
Eleanor White Gordon  
Elizabeth Gignoux Hulse

Emily Sloper  
Aylmer Stantial  
Harriet Elizabeth Sullivan  
Louise Tobey

Sydna Victoria White

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ORGAN

Margaret Boe Nivison  
Ruth Luella Shulze

Sydna Victoria White  
Emelyn Wright

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VIOLIN

Charlotte Amy Marland  
Ruth Margaret Nason

Susan Bacon Ripley  
Barbara Vail

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SPECIAL ART STUDENTS

Katrina Fountain  
Susan Heaney  
Jessie Marianne Hirst  
Mary Jeanette Hubbard  
Lois Isabel Kimball

Nancy Lewis  
Alice Rogers  
Anne Katherine Ross  
Katherine Chandler Stewart  
Eleanor Thompson

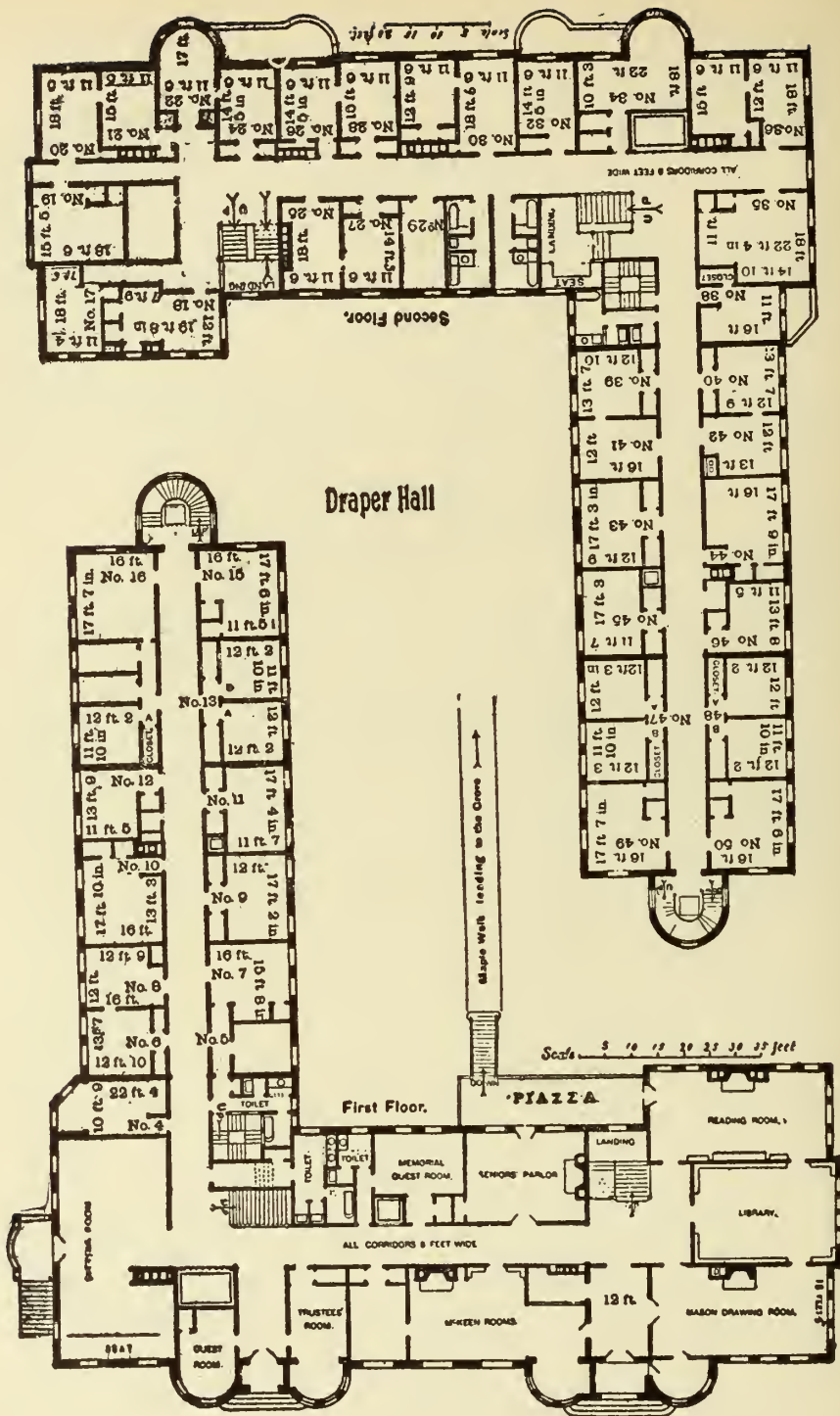
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SPECIAL VOCAL EXPRESSION STUDENTS

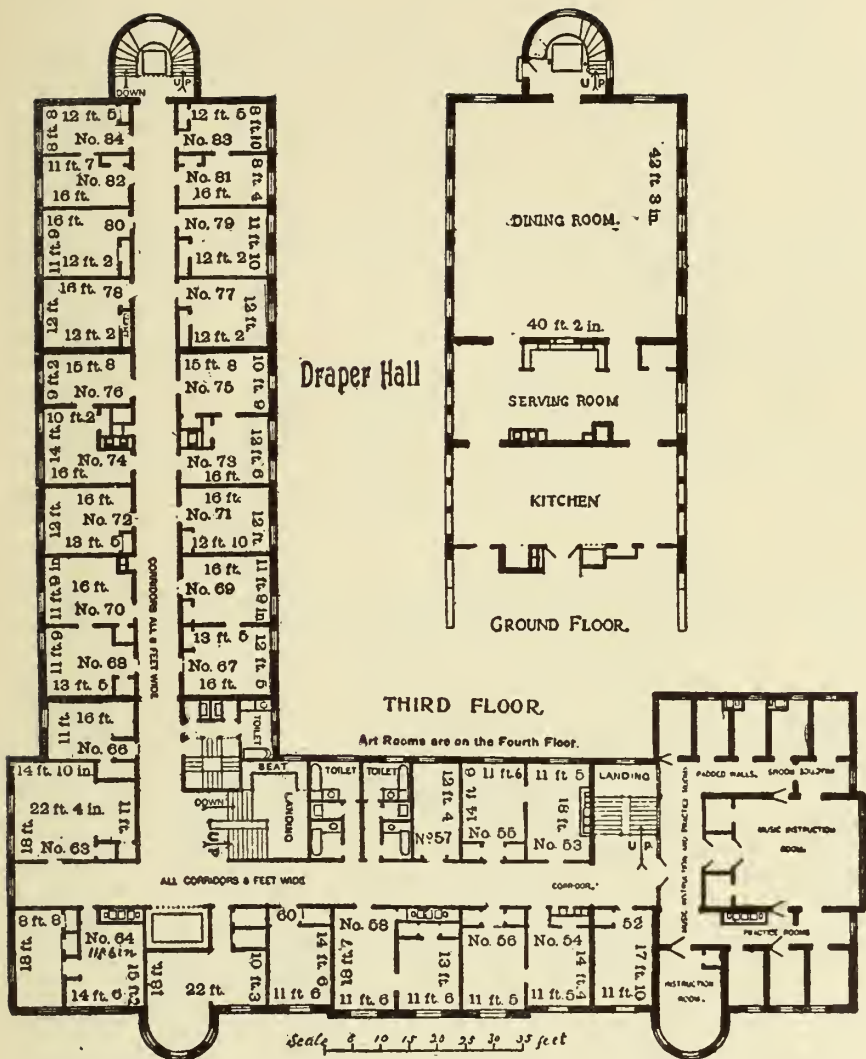
Margaret Thurston Cutler  
Dorothea Mae Dow  
Persis Christine Goodnow  
Margaret Drugan Graham  
Grace Bradbury Hadley  
Ruth Evelyn Harvey

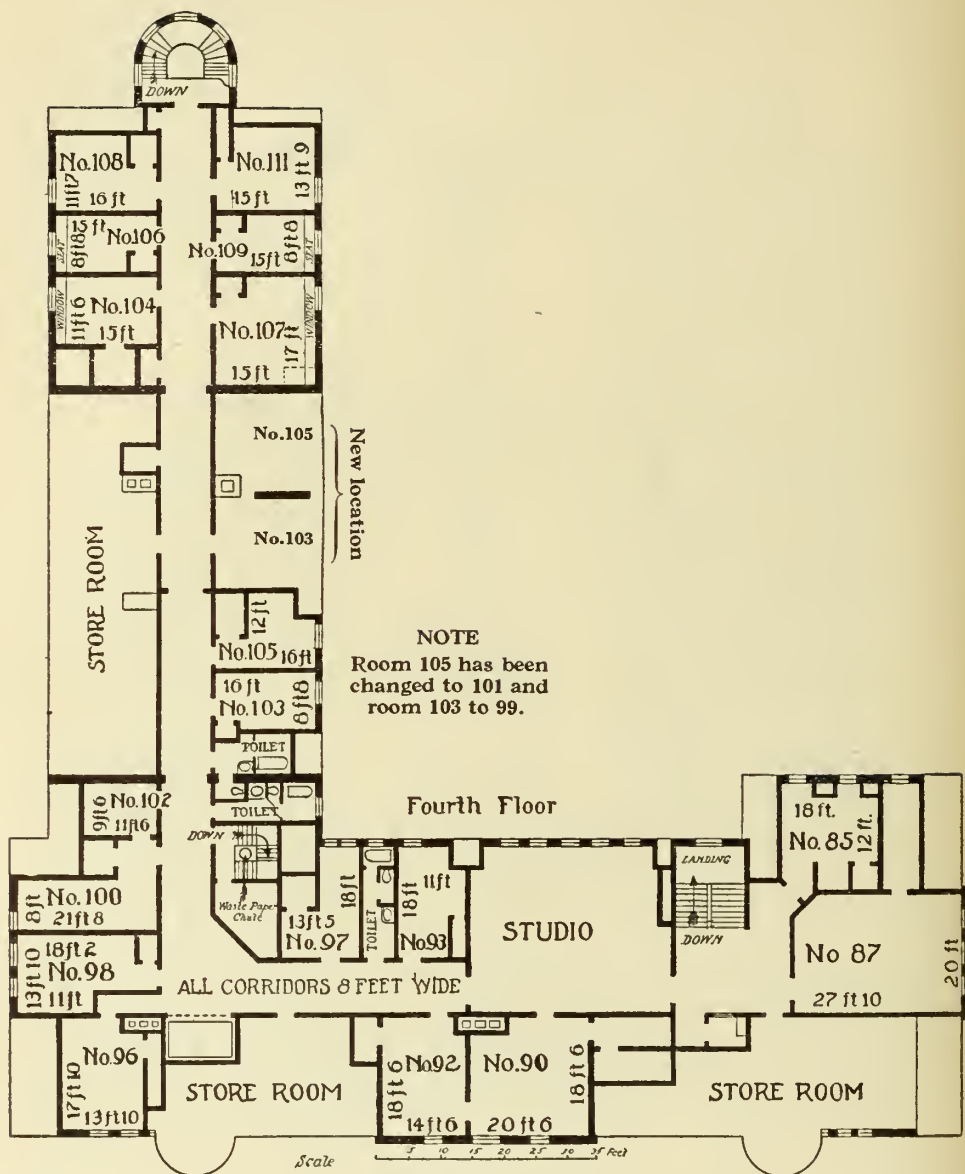
Katherine Josephine Keany  
Marjorie Knowlton  
Mary Alice McIntosh  
Elizabeth Retta McKinney  
Marion Beecher Quin  
Jean Reid Swihart

Katherine Whiting Willauer

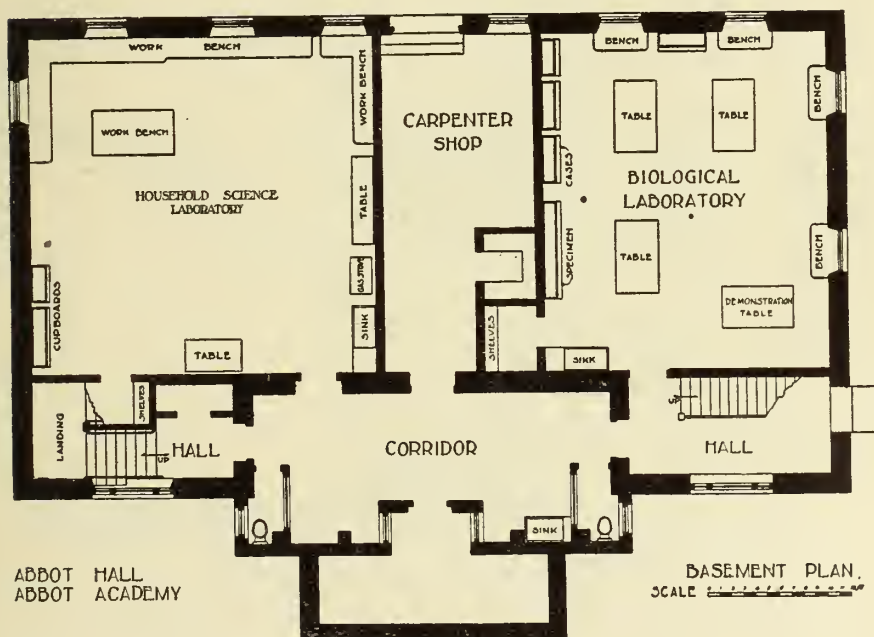
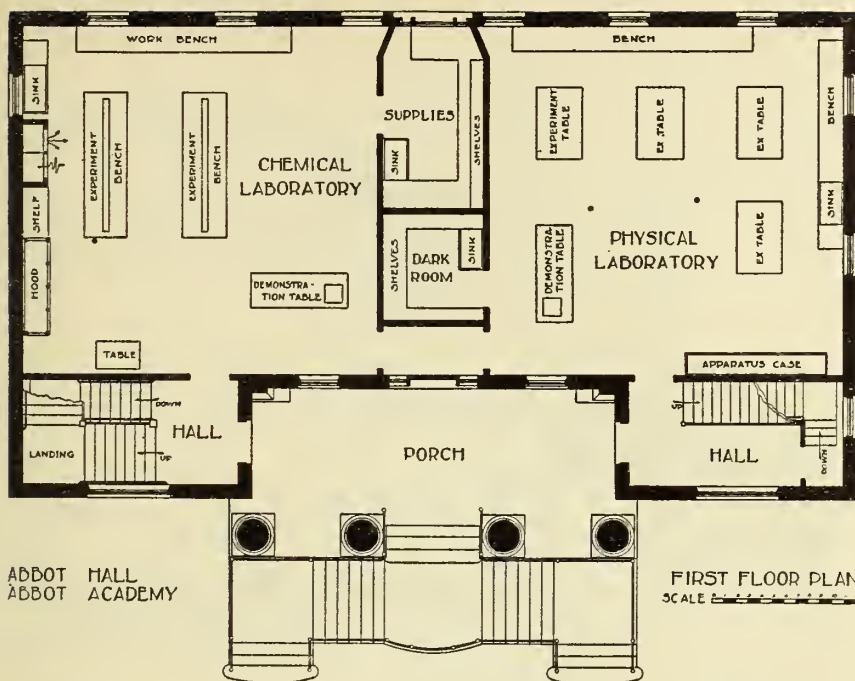




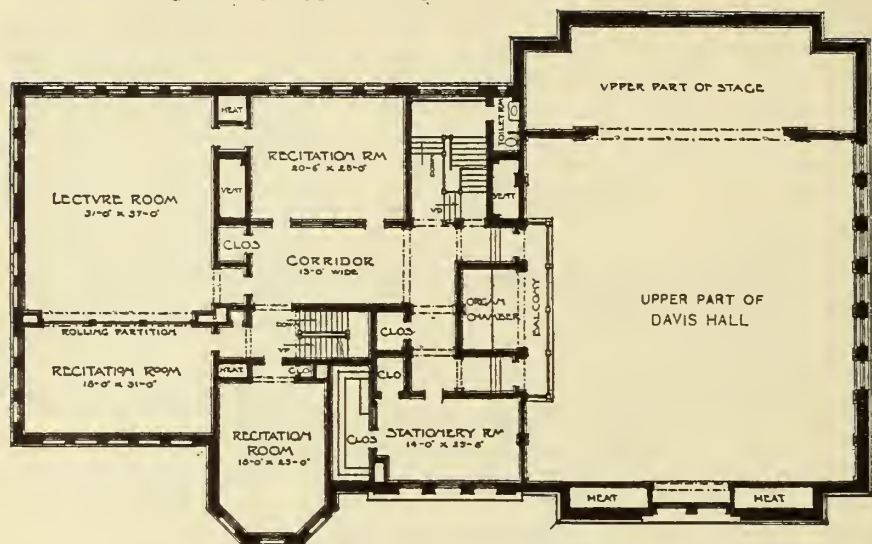




DRAPER HALL

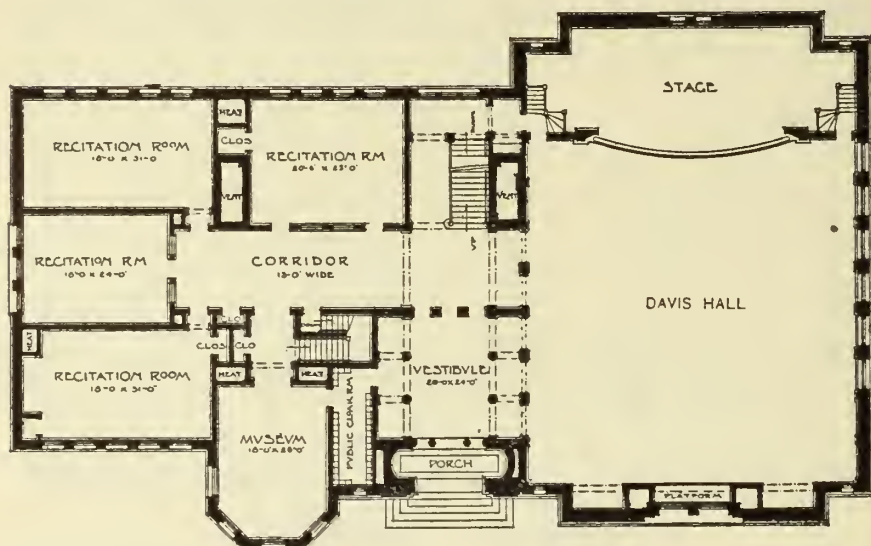


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



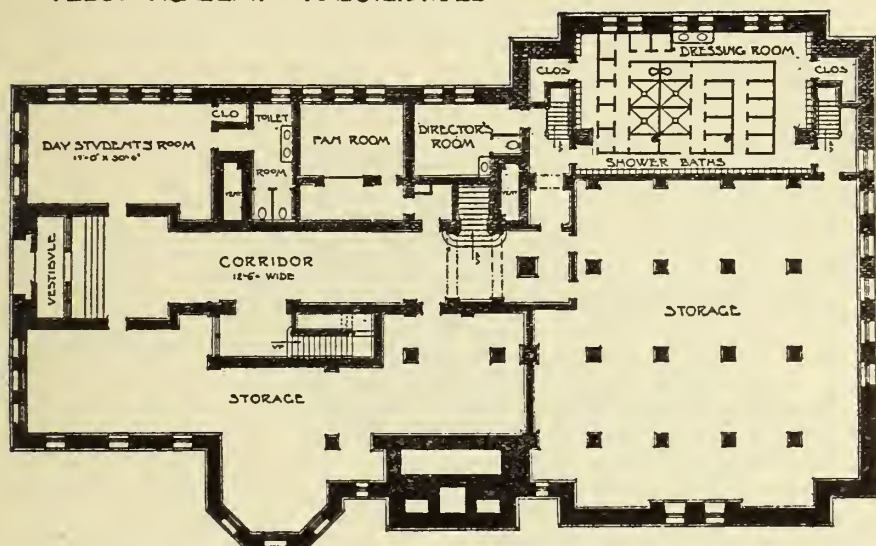
~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



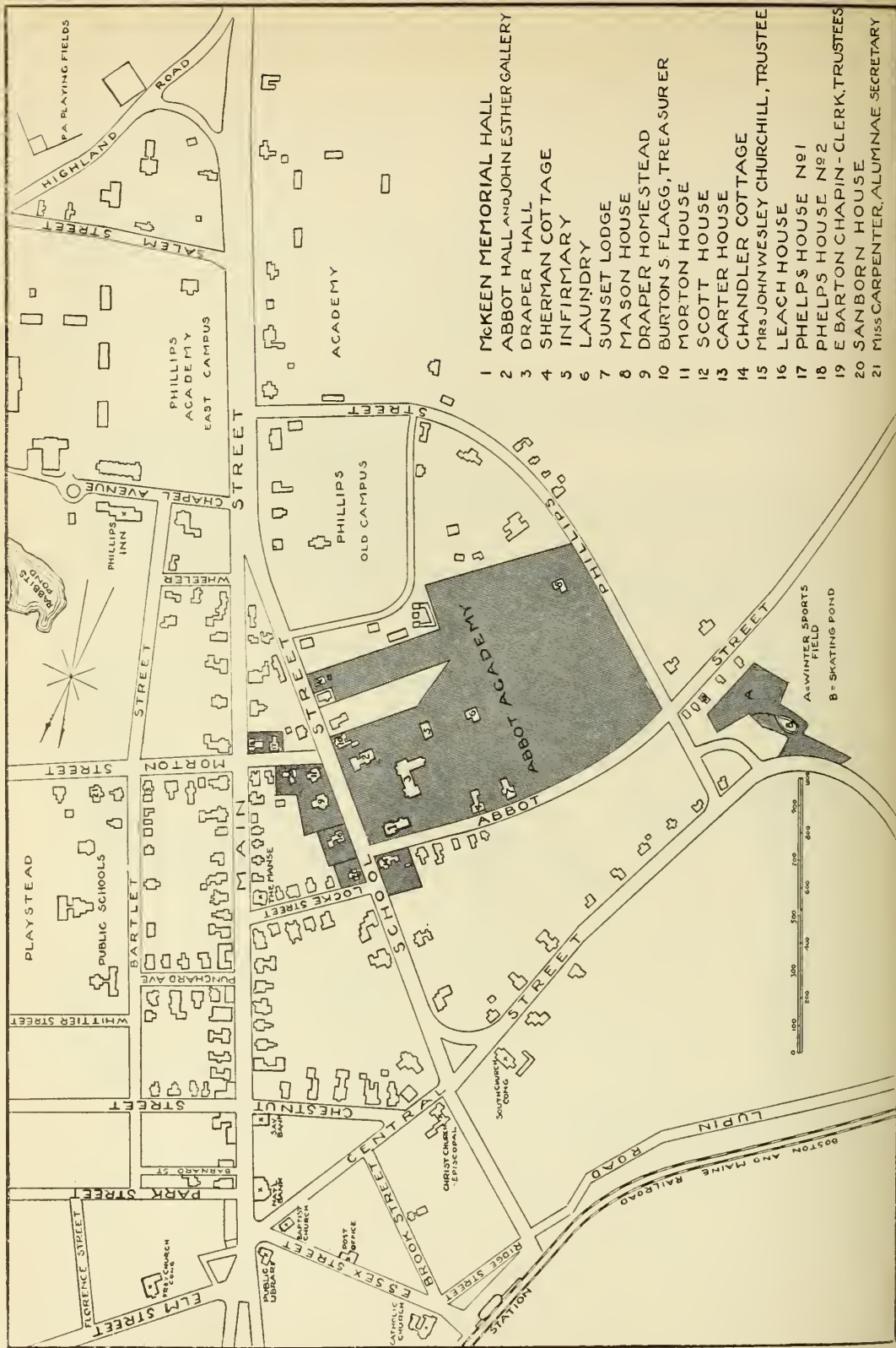
~ PLAN OF FIRST FLOOR ~

MEKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF BASEMENT ~







WORK OF GRAMMAR SCHOOL GRADE

	DATE: EIGHTH GRADE			DATE: NINTH GRADE		
	No. of Weeks	Periods per Week	Grade	No. of Weeks	Periods per Week	Grade
English Grammar						
Arithmetic						
Geography						
History						
Science						
Spelling						
Penmanship						
Reading						
Books read						

Please use the above form for entrance to first year work.

WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
HISTORY: Ancient English					
SCIENCE: Botany Chemistry Physics Physiology					
Laboratory work					

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
*English					
Other subjects					

\* Please give the names of the Grammar studied and of the books read.  
Please explain your marking system.

What is the passing grade?  
What is the certificate grade for college?  
In what quarter of the class do you place this student?

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
MATHEMATICS: Algebra					
Geometry					
LATIN: Grammar and Reader					
Prose Composition					
Caesar					
Vergil					
Cicero					
*FRENCH					

\* Please give the names of the Grammar studied and of the books read.

## Recommendation

(To be filled out by the School Principal)

Please state fully your estimate of the student's character and personality, noting especially her native ability, her power of application, her interest in her work, her influence over her fellow-students, her general promise, her interest in outside activities, her home background. This statement will be regarded as confidential.

Signed . . . . .

Principal

## School Record

Name of student

Address of Student . . . . .

## School Record

This record when properly filled out should be returned by the School directly to the Principal, Abbot Academy, Andover, Mass.

.....19

I hereby certify that

Miss. . . . .

has been a pupil in

.....

school from.....to.....

and that the following is a correct statement of the work done by her in the subjects named.

Signature of Principal

.....

Name of School

.....

Address of School

Miss . . . . .

was credited upon entrance with the following subjects:

Subjects		No. Weeks	Periods per Week	Date of Completion	Grade

Full name and address of applicant

Does she wish special lessons  
in drawing or painting?  
in vocal expression?

Date of birth

Does she wish a room-mate?

Full name of parent or guardian

What is the condition of her health?

Business address

What church does she attend?

What was the last school attended by the applicant, and for how long? What other schools has she attended? Is she a graduate of any school?

Is she a member of any church?

Is she to attend in Andover  
the Congregational Church?  
the Episcopal Church?

Does she apply for the academic or college preparatory course?

Address of persons to whom reference may be made:

If for the latter, for what college does she wish to be prepared?

Social

Does she wish to study piano, violin, violoncello, voice? (Cross out those not desired)

Financial

## Application Form

Full name of applicant

Date of application

## Application for Admission

to

Abbot Academy

Andover, Mass.

.....19

Application is hereby made for the admission of my  
....., (name) .....  
as a <sup>day</sup>boarding } student at Abbot Academy, for the school year  
beginning September , 19 . Enclosed is my check for  
\$25.00 for reservation of place, to be credited on the bill  
for tuition. I have carefully read and accept the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1927-8. I promise that my.....shall conform to  
the regulations of the Academy, and that she shall be punctual  
in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian

The form for the school record should be filled in and forwarded at once  
by the Principal of the school last attended, and a testimonial as to character  
should be sent by the Pastor of the church which the student attends.

Address

MISS BERTHA BAILEY,  
*Principal*







# ABBOT ACADEMY

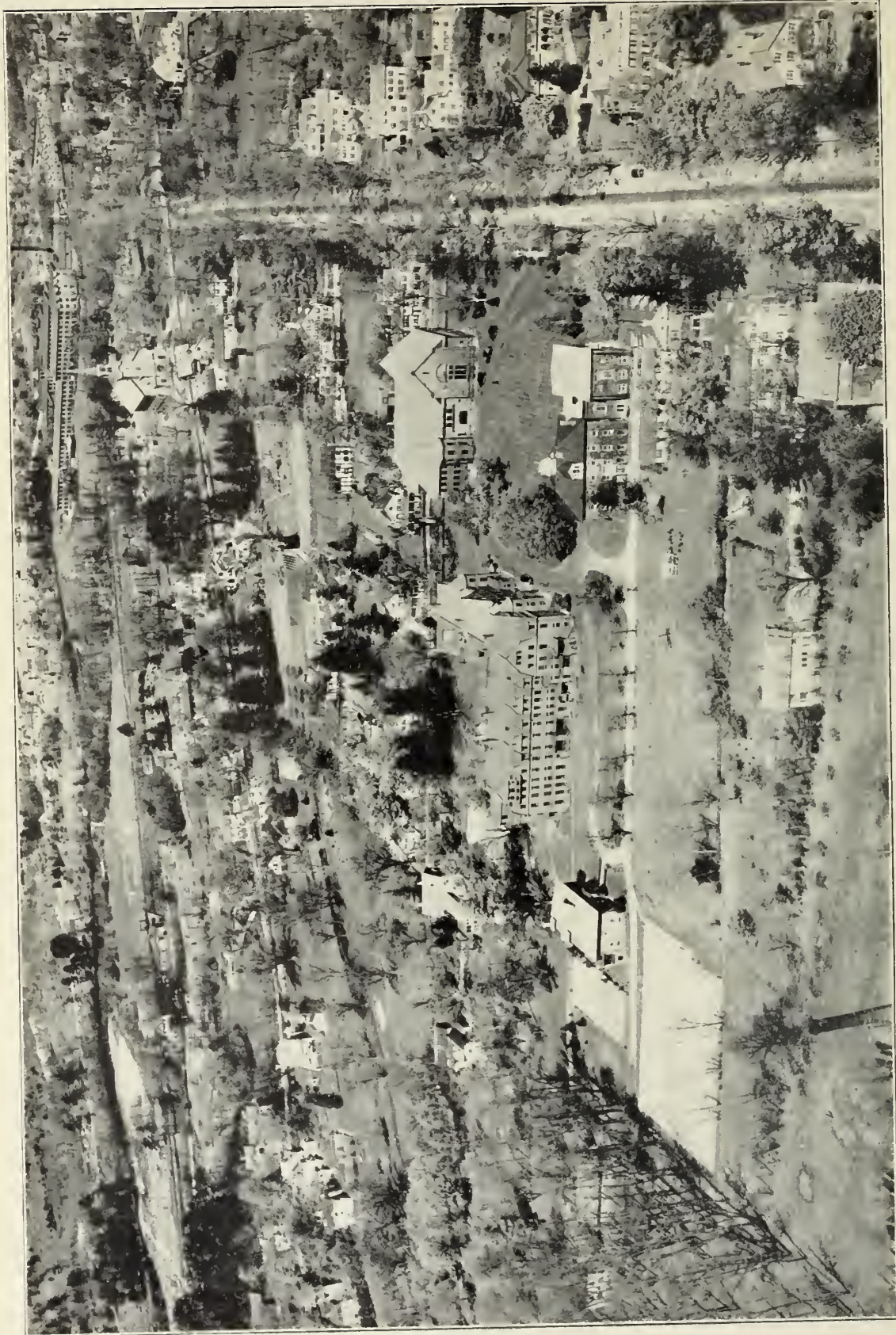
ANDOVER, MASS.

1928-1929

*ONE HUNDREDTH YEAR*







AIR PLANE VIEW OF  
ABBOT ACADEMY  
LOOKING DOWN SCHOOL STREET





ABBOT ACADEMY  
ANDOVER, MASSACHUSETTS

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FOUNDED 1829

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CIRCULAR OF INFORMATION

FOR

1928-1929

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ANDOVER  
1928

THE ANDOVER PRESS  
ANDOVER, MASS.

# CALENDAR

1928 - 1929

1928			
June	12,	Tuesday	Commencement
June	18-23,	College Entrance Board Examinations	
Summer Vacation			
September	11,	Tuesday, before 6 P.M. Registration for entering students who take examinations.	
September	12,	Wednesday, Registration, day students, 9 A.M. Examinations for entering students	
Registration, boarding students, before 6 P.M.			
September	13,	Thursday. Chapel exercises, 9 A.M.	Fall term begins
Classification of students			
November	29,	Thursday	Thanksgiving Day
December	20,	Thursday	Fall term ends
Christmas Vacation			
1929			
January	9,	Wednesday. Registration, boarding students, before 6 P.M.	
January	10,	Thursday, Chapel Exercises 8.30 A.M.	Winter term begins
February	2,	Saturday	First semester ends
March	21,	Thursday	Winter term ends
Spring Vacation			
April	3,	Wednesday. Registration, boarding students, before 6 P.M.	
April	4,	Thursday, Chapel Exercises 8.30 A.M.	Spring term begins
June	2,	Sunday	Baccalaureate Sermon
June	3,	Monday	Graduating Exercises
June	4,	Tuesday	Alumnae Day
June	5,	Wednesday	Centennial Celebration

## TRUSTEES

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THE HON. MARCUS MORTON, <i>President</i>	<i>Boston</i>
BURTON SANDERSON FLAGG, A.B., <i>Treasurer</i>	<i>Andover</i>
EDWARD BARTON CHAPIN, A.B., <i>Clerk</i>	<i>Andover</i>
MRS. JOHN WESLEY CHURCHILL	<i>Andover</i>
GEORGE FERGUSON SMITH, A.B.	<i>Brookline</i>
THE REV. MARKHAM WINSLOW STACKPOLE	<i>Milton</i>
THE REV. CHARLES HERRICK CUTLER, D.D.	<i>Waban</i>
MISS BERTHA BAILEY, Sc.B.	<i>Andover</i>
PRESIDENT ELLEN FITZ PENDLETON, M.A., Litt.D., LL.D.	<i>Wellesley College</i>
IRVING SOUTHWORTH, A.B.	<i>Andover</i>
PROFESSOR JESSE BUTTRICK DAVIS, A.M. Litt.D.	<i>Boston</i>
MISS DOROTHY ELIZABETH BIGELOW,	
	<i>Alumna Trustee, Leicester</i>

# FACULTY

1927-1928

BERTHA BAILEY, Sc.B., <i>Principal</i>	Psychology, Ethics
REV. CHARLES H. CUTLER, D.D.	Lectures, Christian Theism
KATHERINE ROXANNA KELSEY, <i>Assistant Principal</i>	Mathematics
NELLIE MARIA MASON	Physics, Chemistry
REBEKAH MUNROE CHICKERING, A.B.	History, English
JOSEPHINE HAMMOND, Sc.B.	Literature, History of Art
MARY ETHEL BANCROFT, A.B.	English
*OCTAVIA WHITING MATHEWS, A.B.	Bible, Spanish
HELEN DUNFORD ROBINSON, A.B.	Latin
CAMILLA MOSES, A.B.	Latin
BERTHA ADELINE GRIMES, A.B., Chemistry, Biology, Household Science	
RUTH STEPHENS BAKER, A.M.	French and German
MARIE DE LA NIÉPCE CRAIG (Mrs.)	French
HELEN DEARBORN BEAN, A.B.	History
HELEN FRANCES BURT, Sc.B.	Mathematics, Astronomy, Geology
MARIE ODILE Riest (Mrs.), BAC.L.Ph.	French
DORIS McDUFFEE, A.B.	History, Mathematics
MARY CARPENTER	Physical Education
JEAN ELEANOR JAMES, A.B.	Bible, Algebra
CONSTANCE CLIFFORD LING	Rhythmic Work
BERTHA MORGAN GRAY (Mrs.)	Spoken English
WALTER EDWARD HOWE, Mus.B.	
	Choral Music, Pianoforte, Organ, Theory of Music
KATE FRISKIN	Pianoforte, Theory of Music
HARRISON POTTER	Pianoforte
RUTH THAYER BURNHAM (Mrs.)	Vocal Music
MARIE NICHOLS	Violin
RUTH MASTERS	Violoncello
MARION L. ABBOTT	Accompanist
BEATRICE WHITNEY VAN NESS (Mrs.)	Drawing, Painting
ELIZABETH LORD	Design

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FANNY BIGELOW JENKS, A.B.	Secretary to the Principal
JEAN HOPE BAYNES	Financial Secretary
DOROTHY HOPKINS, Sc.B.	Librarian, Curator of John-Esther Gallery
JEAN ELEANOR JAMES, A. B.	Supervisor of Day Students
FLORENCE BUTTERFIELD	House Superintendent
HELEN DEARBORN BEAN, A.B.	} In charge of Draper Homestead
KATE FRISKIN	
RUTH STEPHENS BAKER, A.M.	In charge of Sherman Cottage
MARY BISHOP PUTNAM	In charge of Sunset Lodge, Supervisor of Cottages
CHARLOTTE JOHNSON, R.N.	Resident Nurse, In charge of Infirmary
MRS. MARION LITTLEFIELD CLARK, M.D.	Examining Physician
JANE BRODIE CARPENTER, A.M.	Keeper of Alumnae Records

\*In Europe on leave of absence.

## LECTURES

- MR. HERVEY J. SKINNER of Boston  
 "Water." April 28, 1927.
- MR. WILLIAM W. ELLSWORTH of New York.  
 "The Story of the Bible." December 4, 1927.  
 "The Joys of Writing." December 5, 1927.  
 "The Age of Queen Anne." December 5, 1927.
- MRS. LEWIS JEROME JOHNSON.  
 "A Pilgrimage to Geneva." January 28, 1928.
- MISS MARION W. RAYMENTON.  
 "Consumers' League." February 25, 1928.
- DR. B. R. BAUMGARDT.  
 "The Romance of Human Progress." March 3, 1928.
- PROFESSOR KIRTLEY F. MATHER.  
 "The Path of Life." March 17, 1928.

## CONCERTS

- MISS MARIE NICHOLS, Violinist. May 10, 1927.
- PROFESSOR WALTER EDWARD HOWE, Organist. October 18, 1927.
- PROFESSOR JAMES FRISKIN, Miss KATE FRISKIN, Pianists. Two-piano  
 Recital. Samuel Morse Downs Course. October 27, 1927.
- MISS ETHELYNDE SMITH, Soprano. Samuel Morse Downs Course. November  
 26, 1927.
- FACULTY OF THE MUSIC DEPARTMENT. Joint Recital. January 17, 1928.
- THE HART HOUSE STRING QUARTETTE. Samuel Morse Downs Course.  
 January 21, 1928.
- MR. HARRISON POTTER, Pianist. February 28, 1928.
- THE RADCLIFFE CHORAL SOCIETY. March 6, 1928.
- FACULTY OF THE MUSIC DEPARTMENT. Joint Recital. March 13, 1928.
- MRS. S. M. WOO of Amoy, China. April 14, 1928.
- MISS KATE FRISKIN, Pianist. April 24, 1928.

## SPEAKERS

- |   |                               |
|---|-------------------------------|
| REV. NEHEMIAH BOYNTON, D.D.                 | MISS KATHERINE R. KELSEY      |
| REV. MARKHAM W. STACKPOLE                   | REV. CHARLES W. HENRY         |
| REV. RAYMOND CALKINS, D.D.                  | REV. CHARLES H. CUTLER, D.D.  |
| MR. AND MRS. W. P. McELROY                  | PRESIDENT J. EDGAR PARK, D.D. |
| PRESIDENT CLARENCE A. BARBOUR, D.D., L.L.D. | MRS. JOHN H. WELLS            |
| REV. EDMUND A. BURNHAM, D.D.                | REV. S. C. BEANE              |
| MRS. JOHN SEMPLE CLARKE, M.D.               | PROFESSOR RALPH HARLOW        |
| MISS MARGARET SLATTERY                      | REV. JAMES A. RICHARDS, D.D.  |
| MR. AND MRS. FRANKLIN WARNER                | REV. E. VICTOR BIGELOW        |

## COMMENCEMENT SPEAKERS

- BACCALAUREATE SERMON. June 12, 1927.  
 REVEREND JAMES AUSTIN RICHARDS, D.D. of Winnetka, Illinois.
- COMMENCEMENT ADDRESS. June 14, 1927.  
 REVEREND ROBERT RUSSELL WICKS, D.D. of Holyoke, Massachusetts.



# ABBOT ACADEMY

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## THE ONE HUNDREDTH YEAR

On May 6, 1829, Abbot Academy first opened its doors to students. It was a pioneer in education for women. Founded by the citizens of Andover, with far-sighted wisdom for others beside their own daughters, it was the earliest incorporated school for girls in New England. From the very first, pupils from beyond the immediate vicinity took advantage of the unusual training offered, relatively as important as the college education of today.

In the ninety-nine years since its foundation, young women have gone forth, year by year, to fill positions of responsibility and leadership. In this, its hundredth year, the old school stands, strong and vigorous, offering to its students richer opportunities and abler instruction than ever before. Moreover, the quality of the students who seek this instruction is equal to that of the earlier generations. Daughters, grand-daughters, even great-grand-daughters of Abbot graduates turn to the Academy for their preparation for life.

The school rejoices in a century of achievement: it takes pride in the traditions of a noble past; but it does not rest in them. Holding fast to what is good in the old, it is in touch with the best in the "New Education," and anticipates with eagerness a second century of expanding life.

## HISTORY

The school has a rich heritage in its history and traditions. Men and women of earnest purpose, working devotedly to uphold the dignity and nobility of educational

ideals, have wrought their very lives into the fabric of the institution. The early trustees, men of weight in the community, of intellectual and practical wisdom, laid foundations broad and deep. In the constitution which they drew up, their high purpose was clearly stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character for an immortal destiny". Able and respected men and women, many of them of wide reputation, have nobly kept up the succession, generously giving their serious consideration to the larger policies of the school.

In the more intimate relation of teacher, fine minds and strong, true characters have left their impress on hundreds of girls, with a resulting cumulative influence for good impossible to measure.

During the middle period of its history, the long administration of Miss Philena McKeen, 1859-1892, the school became widely known and honored. The later period has been one of expansion and development, materially and educationally speaking. The plant has been enlarged by additional buildings and more adequate equipment, the teaching force has grown and the curriculum has been broadened as the times have required. One such natural change was the introduction, about 1900, of the college preparatory work, which has attracted an increasing number of students. At the same time, the thorough and advanced training of young women, through cultural and practical studies, in the academic course, remains the basic purpose of the school.

In the early days, Abbot Academy girls became for the most part teachers, or wives of ministers and doctors, the educated men of the period. Today, in natural consequence of advanced study in collegiate and technical institutions, they ably fill positions of many kinds, — practical, professional, administrative. Though their ability has thus found more varied forms of expression, yet the same spirit of earnest devotion to the real values of life is manifest. A great element of strength in the school today is the assurance of the affection and loyal interest of this body of

women, scattered as they are in places of influence all over the world.

## LOCATION AND SURROUNDINGS

Andover was among the first New England settlements. Years of dignified and gracious living are registered in the substantial and attractive Colonial homes throughout this region. With the establishment of Phillips Academy during the Revolutionary war, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary, and Abbot Academy were founded. All these schools attracted to the town those who cared for culture and education.

Even in picturesque New England, the location is singularly attractive. From its hill-top, one looks out over the Merrimack valley to Monadnock and Wachusett, in the glow of the radiant sunsets for which this region is famed. The rolling hills on every hand hold in their hollows charming lakes. Excellent roads lead to the mountains on the north, to the North Shore, near at hand, and to Boston on the south, which is within twenty-three miles by the Boston and Maine railroad. The opportunities of Boston are easily available for concerts, lectures, plays, and for visits to museums, art galleries and libraries. The broad streets of the village with their arching trees, the simple, dignified homes, the busy valley with its wheels always turning, the woods and hills and lakes have an enduring influence on the young girls who work and play and dream here through the years of school life.

The town is well-ordered. It has a pure and abundant water supply, adequate fire protection, excellent public schools, and strong, well-supported churches.

The school grounds are twenty-three acres in extent, with well-kept lawns, walks and gardens. They include a beautiful grove, and afford ample space for outdoor sports.

A lot near the campus, well adapted for winter sports has been purchased recently. This permits an adequate skating pond. The toboggan slide has been set up here, and the long slopes are suitable for coasting and skiing.

## EQUIPMENT

Abbot Academy is distinguished, even among the well-established schools of the vicinity, for its notable equipment. Its larger buildings are substantially constructed of brick and are specially planned for their present uses. All buildings are lighted by electricity, and almost all of them are heated from a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and laboratories for Physics, Chemistry, Biology and Geology, and Household Science. These laboratories are roomy and generously supplied with apparatus.

DRAPER HALL, first used in 1890, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains Art Studios on the fourth floor, Music Studios on the third, a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

McKEEN MEMORIAL HALL was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. This is the main recitation building and contains numerous large and well-equipped class-rooms, and a study hall for the use of day students. An audience room and gymnasium of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, is known as Davis Hall. This hall contains an organ, presented to the school in 1912 by Mrs. Dorothy Davis Rimmer, a granddaughter of Mr. George L. Davis. A recent gift of Mrs. Rimmer made possible the enlargement of the organ. During the summer of 1926, it was entirely rebuilt and greatly augmented. It has now three manuals and comprises thirty-four speaking stops, including the harp and chimes. Below the gymnasium are shower-baths with dressing-rooms and lockers. There are also offices for physical examinations and corrective work. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

THE JOHN-ESTHER ART GALLERY, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, completed in 1914, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honor of the late Mrs. John Phelps Taylor of Andover, a warm friend and benefactor of the school.



THREE ATTRACTIVE COTTAGES are used as residence houses for students. Sherman Cottage, opened in 1915, and the Draper Homestead and Sunset Lodge, opened in 1918-19, have places for thirty-six students. These houses are all conveniently near to Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

THE SCHOOL LAUNDRY is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also offers space for storage.

### LIBRARY

The Academy Library, of about six thousand volumes, is well equipped with books for the study of English, French, German and Spanish literature, history, biography, and social science, philosophy, religion, natural science and art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of books on Biblical history and literature. There is an excellent working collection of reference books. New books are added each year to every department. The reading-room of the library is supplied with the important American and foreign periodicals and New York and Boston daily papers.

As a requirement for all English classes, a graded course in instruction in the use of the Library is given each year. Through the informal lectures, held in the Library, and the problems which are subsequently worked out, the students learn to find material for research or for outside reading, and become familiar with the card catalogue and the classification system, with the Reader's Guide to Periodical Literature, and with the contents of the various magazines.

### LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers



and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

## CONCERTS

A series of concerts known as the Samuel Morse Downs Course is given each year by visiting artists in Davis Hall. One or more of these is usually devoted to orchestral or chamber music.

The Academy is fortunate in having on its staff artists of distinction. A series of solo and joint recitals by the faculty of the Music Department is an important part of the year's program. These concerts give the students an opportunity to hear the great compositions written for instruments and voice.

In addition to these occasions at the school, there are frequent opportunities to hear distinguished artists in the town of Andover as well as in Boston. Season tickets for reserved seats at the Friday afternoon concerts of the Boston Symphony Orchestra are purchased by the school for the use of those desiring them.

## ART EXHIBITIONS

Exhibitions of paintings, etchings, prints and other works of art are held from time to time in the John-Esther Art Gallery. These are open to the public as well as to the school.

These have included recently: an exhibition of miniature pastels by Miss Kate Cotharin, an exhibition of fifty paintings by Beatrice Whitney Van Ness, an exhibition of fifteen Old Masters, from the Metropolitan Museum of Fine Arts, New York and an exhibition of thirty-five paintings by Gertrude Fiske.

These in addition to the considerable number of paintings in the collection belonging to the School, give the members of the school opportunity to become familiar with the important work of notable artists.

## EXCURSIONS

Andover is situated in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem and Marblehead, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

## HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse is in residence and has constant oversight over the health of the students. Skillful physicians are close at hand, and are quickly available in case of need.

The Antoinette Hall Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

*It is earnestly requested that no eatables except fresh fruit be sent to students at any time except by special permission previously obtained from the Principal. Thanksgiving boxes are not permitted.*

## DRESS

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable.

They are frequently required to be in white for special occasions and members of the Choir wear white when the Choir sings. Each girl, therefore must be provided with at least one simple white gown. This may consist of a serge or flannel skirt with a suitable blouse. She should also have a white sweater. Plainly made washable gowns may be worn for school during warm weather. Afternoon gowns, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must be modestly cut, and sleeves must come at least to the elbow. Middy "sport" blouses are used for sports only. A tailored suit or one-piece gown is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. Fur coats should not be worn for school or ordinary exercise. A heavy sweater is useful for sports. Proper walking-shoes with broad, low heels, must be supplied for ordinary wear, and warm stockings must be worn during cold weather. Silk stockings are unsuitable for school wear. High heels may not be worn. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

## STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, washstand with separate toilet-set for each girl, a small writing-table, two straight chairs, and a bookcase. It is necessary

to provide floor covering. Many students wish to supply a desk and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, wash-stand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six table napkins, six sheets, six pillow-cases (20 x 32 inches) and extra blankets. A counterpane and one pair of blankets are furnished by the school. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with woven or printed name-tapes bearing her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it.* Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for registration, except by special arrangement. They are

expected to remain at the school until after the Commencement Exercises.

No requests should be made for leave of absence immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

A written note of permission must be sent to the Principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory. Leave of absence is not given for dances.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will be granted only for illness or some important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

## SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow



their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. A balance of at least five dollars must be left in the bank to each student's credit over the short vacations. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel. Parents are urged to cooperate with the school in this matter, and to supervise their daughters' expenditures.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at church service on Sunday morning is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, or by out-of-town speakers. The speakers at these services are men and women of wide outlook and vital appeal, and their influence upon the students is strong and lasting.

## THE ABBOT ACADEMY CHRISTIAN ASSOCIATION

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence in the religious life of the school. Through it, the



greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to Hampton Institute, to the Andover Guild, and to Country Week. Generous gifts have also been made to the Student Friendship Fund, to the education in this country of Serbian students, and to other causes. In recent years a delegation has been sent annually to the Young Women's Conference at Northfield. Devotional meetings are held each week. The Christian Association has also a responsibility for the social life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship among the students.

### ABBOT ATHLETIC ASSOCIATION

The Athletic Association is an important factor in the school. Its purpose is to further interest in athletic activities as a means of promoting the physical efficiency and good sportsmanship of the whole student body. Every student becomes a member of this association and has a voice in its administration.

Under the Athletic Association, sports are organized and contests are held. The school is divided into two clubs which compete in all major and minor sports. At the end of the year an award is given to the club winning the greater number of points.

Throughout the year, there is as much out-of-door work as possible. A tennis tournament and contests in basketball, field hockey, track, volley ball, archery, and baseball are held. It is usually possible to have horseback riding and the sport is much enjoyed. Tobogganing, skating, coasting, snow-shoeing, and skiing are favorite winter sports. Each student is required to register for some form of vigorous athletic work, unless advised otherwise by a physician.

A list of thirty-three attractive walks in the vicinity of Andover has been prepared. For the completion of twenty-three of these walks as well as for accomplishment in all of the other sports, athletic points are given. Awards are

given to individuals winning the required number of points.

A field day is held annually in the fall with Bradford Academy, at which there are contests between school teams in all the principal sports. This is held alternately at Andover and at Bradford, and is the occasion for much good fellowship between the two schools.

## SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent cooperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student prove untrustworthy, it would seem more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school might be severed, even were there no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## SOCIETIES

### "ODEON"

The Odeon Society is composed of twelve students, chosen from those members of the school who have shown

special interest and ability in the study of literature and in literary expression. The object of its members is to become more familiar with the work of writers of distinction, and to develop power of expression through papers written for the society.

#### “Q. E. D.”

“Q. E. D.” is the name of a society composed of twelve students, chosen from those members of the school who have shown special interest in history, politics and current events. Its object is, through reading and through discussion of current events, to develop understanding of world affairs, ability to speak to a point, and courage to defend an opinion.

#### “A. D. S.”

The Abbot Dramatic Society is a group of twelve students, who are specially interested in dramatic interpretation. Its members study and present plays, classic and modern.

#### “PHILOMATHEIA”

Philomatheia is composed of students whose major interest is in scientific subjects. They follow the progress of scientific research, and share with the school information of importance concerning the advance of science. This society also has twelve members.

#### “LES BEAUX ARTS”

As its name indicates, the group of girls in this recently formed society has art as a special interest. They propose for themselves the object: to discover what in a masterpiece makes it a work of art.

#### ÆOLIAN SOCIETY

The students in this group are especially interested in music. At intervals, the results of their work are presented to the school.

New members of these organizations are elected by the societies from lists recommended by the faculty. Each society has a faculty adviser.

It is the object of each society to increase interest in its chosen line of work, not only among its members, but throughout the school.

#### "COURANT" AND "CIRCLE"

"The Abbot Courant" is the school magazine, published in January and June. "The Abbot Circle" is the Senior annual. Courant and Circle Boards are chosen from members of the school recommended for their ability in written English. They edit and direct the publication of these periodicals.

#### "FIDELIO"

The Fidelio Society is the school choir. Its members are chosen by the Director of Music from the best qualified students for the purpose of studying choral music and part singing. This society sings at special services and occasions throughout the year, and at Commencement time.

#### THE "A" SOCIETY

The "A" Society is an organization composed of all students to whom "A's" have been awarded. "A's" are of two classes: "Athletic A's" and "Honor A's."

"Athletic A's" are awarded to students who have won at least two hundred athletic points. These students must have a satisfactory attitude toward their work, and must show by good conduct and coöperation that they stand for high standards of school life. "Athletic A's" are awarded by the combined vote of the Athletic Council and the Faculty.

The "Honor A" is the highest honor awarded by the school. It is given to those students who have taken part with good spirit in athletics, who have worked faithfully and have maintained a good scholastic average, and who

have shown qualities of character and of leadership which promise to make them in later years worthy representatives of Abbot Academy.

"Honor A's" are awarded to students by the combined vote of the Representative Committee of Student Council and of the Faculty.

#### CUM LAUDE SOCIETY

A chapter of the "Cum Laude" Society has recently been formed at the Academy. This Society bears the same relation to the secondary schools that Phi Beta Kappa bears to the Colleges. It is hoped that through this recognition of scholastic ability, scholarship may be further encouraged.

#### HOTEL ACCOMMODATIONS

The Phillips Inn, Chapel Street, Andover, and Shawsheen Manor, Shawsheen Village, Andover, offer comfortable accommodations for visitors. Rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.



# COURSE OF STUDY

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## ADMISSION

For admission to the Academy, English grammar, geography, arithmetic and United States history must have been completed as required for entrance to high school. The regular course requires five years, but more time may be needed if extra time is given to music, or drawing and painting. With the approval of the Principal, pupils may enter classes as they are prepared for them.

Inasmuch as the work of the school has been handicapped by notable deficiencies in the elementary work of students, all entering students will be examined on the elements of arithmetic, including common and decimal fractions, the elements of English grammar, spelling and hand-writing. Students who are deficient in these fundamentals must be tutored at regular rates. Regents' examinations will be accepted as evidence of the completion of grammar school work, without further tests.

In general, credentials from other schools will be accepted for high school work. Students must be examined for admission to the senior class, and to classes in modern language. Candidates for admission to the Academic senior class must be examined in English and English literature, in physics or chemistry and in one foreign language. Candidates for admission to the College Preparatory senior class must present evidence of satisfactory work during the earlier years of their course, and must be examined on subjects which they wish to continue during the last year of the course. Their applications will be received only with the understanding that, if they fail to pass these examinations, more than one year must be allowed for the completion of college preparation. Students who are to take examinations should present themselves at the Academy on



the day before the regular registration day. Preliminary College Board entrance examinations may be accepted instead of examinations given by the school.

Only a limited number of new students will be permitted to enter the last year of college preparatory work. Students must accept our requirements for college preparation.

## APPLICATION

The application and credential blanks in the back of the circular should be filled in, signed, and sent to the Principal. At the same time, letters of recommendation should be sent to the school by the principal of the school last attended and by the pastor of the church attended by the applicant. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

## ACADEMIC COURSE

The Academic Course provides thorough general training.

Not less than nineteen units of work must be completed in this course. These must include English I, II, III, English Literature and English IV, General Literature and English V, four years of foreign language, including Latin I and II, Algebra, Plane Geometry, English History, Ancient History, General Science, Biology, either Physics or Chemistry, Philosophy, Modern European History, one-half unit, and History of Art, one-half unit. In addition to these, students are required to take Choral Music, and Physical Training during each year of the course, Bible each year except the first, and at least two years of work in Art and in Reading and Speaking, and one year of Musical Appreciation.

## TWO-YEAR ADVANCED COURSE

Graduates of accredited secondary schools will be received for two years of advanced work. Satisfactory evidence must be presented of ability to pursue the courses chosen.

The work presented for entrance must include four years of English, four years of foreign language, two of which must be Latin, one year of Algebra, one year of Plane Geometry, one year of Science, with laboratory work, and one year of History. If any of these subjects have been omitted from the earlier course they may be included in the advanced work, if satisfactory equivalents are presented for entrance.

Not less than seventeen periods a week of prepared work must be taken during each year of this course. The following subjects are required:

English Literature, including one period a week of English Composition;

General Literature, including one period a week of English Composition;

Philosophy: Psychology, Ethics and Theism; Bible;

History of Art (History of Music may be substituted for the Music Certificate);

Modern European History.

Physics or Chemistry.

If any of the above subjects have been satisfactorily covered in the earlier work they need not be repeated.

The remaining subjects may be chosen from the following electives:

Foreign Language: Latin, French, German, Spanish;

Science: Physics, Chemistry, Astronomy (one-half unit), Geology (one-half unit), Survey of Science (one-half unit);

History: Ancient, Mediaeval, American, Current History; Economics;

Masters of English Prose;

Household Science I and II;

Music History, Music Theory.

Unusual opportunities are offered for both elementary and advanced work in art, music, and vocal expression. Superior work in art or music may be given credit by vote of the Faculty.

A group of music electives, including history of music, ear training, and theory and composition, is offered, which, in connection with two years of technical study in instrument and voice, entitles a student to a certificate in music, provided she has also successfully completed the other work required for the diploma. These electives are open only to students in the Two-Year Advanced Course and in the senior middle and senior years of the Academic Course.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

No student will be promoted if her yearly average falls below C in more than two subjects during any year of her course. A senior whose yearly average falls below C in more than two subjects will not receive the diploma of the school.

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all the principal colleges for women.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in the fifteen points required for college entrance, or to recommend for examination in the fifteen points required for college entrance by the leading women's colleges. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done at Abbot Academy, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

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In addition to the prepared work every student is required to take choral music, musical appreciation and physical education.

The school has for several years given Intelligence Tests. In 1927-28, the National Test and the Dearborn D Test were used. The Haggerty Reading Test has also been given. Through the results of these tests, it is possible to recognize early in the year the student of superior ability and to hold her to a high standard of scholarship; and, on the other hand, it is possible to meet intelligently the needs of the slower student and to furnish her such assistance as she may require.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

A diploma will not be given for one year's work in the school except in the case of excellence in scholarship.

# STUDY PROGRAM

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## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Reading and Speaking	(1)
Latin I	(5)	Art	(1)
Algebra I	(5)	Chorus Singing	(1)
General Science	(3)	Musical Appreciation	(1)
		Physical Education	(2)

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Chorus Singing	(1)
Latin II A or B	(5)	Musical Appreciation	(1)
Geometry	(4)	Reading and Speaking	(1)
English History	(4)	Art	(1)
		Physical Education	(2)
		Bible I	(1)

## JUNIOR MIDDLE YEAR

### ACADEMIC

### COLLEGE PREPARATORY

English III	(4)	English III	(4)
French, German, Spanish or Latin	(5)	Latin III	(5)
Biology	(4)	French, German or Spanish	(5)
Ancient History	(4)	Ancient History	(4)
Bible II	(1)	Algebra II	(2)
Art	(1)	Bible II	(1)
Reading and Speaking	(1)	Art	(1)
Chorus Singing	(1)	Reading and Speaking	(1)
Musical Appreciation	(1)	Chorus Singing	(1)
Physical Education	(2)	Musical Appreciation	(1)
		Physical Education	(2)

## SENIOR MIDDLE YEAR

### ACADEMIC AND TWO-YEAR COURSE

### COLLEGE PREPARATORY COURSE

#### *Required Courses*

English IV	(1)	College English I	(4)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(4)	French, German or Spanish	(5)
Laboratory	(4)	Bible III	(1)
French, German or Spanish	(5)	Chorus Singing	(1)
Bible III	(1)	Musical Appreciation	(1)
Chorus Singing	(1)	Physical Education	(2)
Musical Appreciation	(1)		
Physical Education	(2)		

## ACADEMIC AND TWO-YEAR COURSE

*Elective Courses*

History:	
American or Mediaeval	(4)
Science:	
Astronomy, 1st semester	(4)
Geology, 2nd semester	(4)
Survey of Science	(2)
Household Science	(2)
Laboratory	(2)
Art	(1)
Reading and Speaking	(1)
History of Music	(2)
Theory of Music	(3)

## COLLEGE PREPARATORY COURSE

*Elective Courses*

History	(4)
Physics	(4)
Laboratory	(4)

## SENIOR YEAR

## ACADEMIC AND TWO-YEAR COURSE

*Required Courses*

English V	(1)
General Literature	(3)
Philosophy	(4)
Psychology (1st semester)	
Ethics } (2nd semester)	
Theism }	
Modern European History	(2)
History of Art	(2)
Bible	(1)
Chorus Singing	(1)

*Elective*

Literature — Masters of English	
Prose	(2)
Language	
Latin	(5)
French	
German	
Spanish	
History:	
American	(4)
Mediaeval	(4)
Current History	(2)
Science:	
Astronomy (1st semester)	(4)
Geology (2nd semester)	(4)
Survey of Science	(2)
Household Science I or II	(2)
Laboratory	(2)
History of Music	(2)
Theory of Music	(3)

## COLLEGE PREPARATORY

College English II	(4)
Review Mathematics	(5)
Latin V	(5)
French, German, Spanish	(5)
or History	(4)
or Physics	(4)
with laboratory	(4)



## DEPARTMENTS

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*The courses of study are described as offered during the year 1927-1928. They are subject to change.*

### ENGLISH

Instruction in written and spoken English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write effectively; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

*Word Study.*

*Grammar* — Davis, "Practical Exercises in English."

*Composition* — Weekly themes, oral and written; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "High School English".

*Literature* — Selected readings. In 1927-1928 these included Scott, "Ivanhoe", and "The Lady of the Lake"; Shakespeare, "The Merchant of Venice"; Cooper, "The Spy"; Kipling, "Seven Seas"; "The Song of Roland". Baldwin, "Stories of Siegfried".

ENGLISH II. 4 periods a week.

*Grammar and Rhetoric* — Ward, "Junior English Grammar". Davis, "Practical Exercises in English", second series.

*Composition* — Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

*Literature* — Selected readings. In 1927-1928, these included: Shakespeare, "Twelfth Night"; Irving, "Old Christmas"; Addison, "The Sir Roger de Coverley Papers"; Scottish and English Ballads; Scott, "The Talisman";

Poe, "Short Stories"; Barrie, "Margaret Ogilvie;" George Eliot, "Silas Marner"; Hawthorne, "House of Seven Gables". Tennyson, "The Idylls of the King". Book reports on books in Abbot Book List.

### ENGLISH III. 4 periods a week.

*Grammar.*

*Composition* — Paragraph-structure, construction of the theme, versification. Weekly long themes. Reports of current events. Greever and Jones, "Century Handbook of Writing".

*Literature* — Selected readings. In 1927-1928, these included: Shakespeare, "Richard II"; Gayley, "Classic Myths"; Palmer, Translation of "The Odyssey"; Tennyson, Poems based on Greek Legends; Arnold, "Sohrab and Rustum"; Stevenson, "Inland Voyage" and "Travels with a Donkey"; Lockhart's "Life of Scott"; Scott, "Rob Roy"; one of the novels of Dickens; Representative Modern Poetry; Two Modern Plays. Book reports on books in Abbot Book List.

### ENGLISH IV.

*Literature* — 4 periods a week.

Historical and critical study of English Literature, based on Long's "History of English Literature", and the reading of typical masterpieces of the successive periods.

*Composition* — 1 period a week. Themes, oral and written, criticism, versification. Cooke, "Craft of Writing"; Précis Writing.

### ENGLISH V.

*Literature* — 3 periods a week.

A course in general literature, based on the study of representative classics of the world (in translation). Richardson and Owen, "Literature of the World"; Matthews, "Chief European Dramatists"; Palmer, "Odyssey of Homer"; Dante, "Vision"; Goethe, "Faust"; Novels, Poems, Plays, and Essays of the Nineteenth and Twentieth Centuries.

*Composition* — 1 period a week. Themes, oral and written, and study of written structures — the Poem, the Essay, the Novel, the Play. Greenough and Hersey, "English Composition"; "Précis Writing."

MASTERS OF ENGLISH PROSE.—One year, two periods a week.

A course open to advanced students only, offering an intensive and critical study of the best work of English and American prose writers.

#### COLLEGE PREPARATORY.

A special college preparatory course in English is given in the Senior Middle and Senior years, following the first three years' work in English. This course is based on the requirement in English adopted by the Commission of New England Colleges. Students are prepared for the comprehensive form of examination.

*College English I*—4 periods a week.

*Grammar* — Review of Grammar. Study of Sentence and Paragraph Structure.

*Spelling, Punctuation* — Lester, "Spelling Review".

*Composition* — Weekly or bi-weekly themes. Original themes in prose and poetry. Exposition and simple argumentation. Source themes on Chaucer's England, Elizabethan England and Eighteenth Century England. Paraphrasing and memorizing poetry. Book reports, oral and written. Thurber, "Précis writing for American Schools".

*Summary of English Literature* — Hitchcock, "Rhetoric and the Study of Literature".

Books studied: Chaucer, "Prologue", "Knight's Tale", "Clerk's Tale", "Nun's Priest's Tale"; Shakespeare, "Macbeth" (careful study); Bacon, "Essays"; Spenser, "Faery Queene", Books 1 and 2; Milton, "Paradise Lost", Books 1 and 2, "Minor Poems"; "Golden Treasury", Parts of Books 1, 2 and 3; Thackeray, "English Humorists"; Macaulay, "Dr. Johnson", "Clive"; Lincoln, "Speeches"; Carl Sandburg, "Smoke and Steel"; Amy Lowell, "Pictures of the Floating World"; Scott, "Quentin Durward"; Jane

Austen, "Pride and Prejudice"; Hudson, "Far Away and Long Ago".

## COLLEGE ENGLISH II.

*Composition* — Paraphrasing, exposition, one long argument, outlining of Morley, "Modern Essays"; Carlyle, "Essay on Burns"; Siegfried "America Comes of Age".

Textbooks for reference: Hitchcock, "Rhetoric and the Study of Literature"; Thurber, "Précis Writing for American Schools."

Books studied: Shakespeare, "Hamlet", "The Tempest", "Othello"; Sophocles, "Ædipus Rex"; Sheridan, "School for Scandal"; One modern play; Fuess, "Selected Essays"; Burns, "Songs"; Golden Treasury, Book IV, Wordsworth, Keats and Shelley; Arnold, "Wordsworth", "Keats"; Browning, Selected Poems; Two modern poets; Eastman, "Enjoyment of Poetry"; Scott, "Guy Mannering"; Thackeray, "Henry Esmond"; Conrad, "Typhoon"; Hardy, "The Return of the Native".

## L A T I N

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write accurate Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

LATIN I. 5 periods a week.

*Grammar* — Collar and Daniell, "First Year Latin."

LATIN II A. College Preparatory. 5 periods a week.

*Reading*—Caesar, 4 books or equivalent. Beeson and Scott, "New Second Latin Book". Selections from Ovid and Nepos.

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".

*Vocabulary* — S. Dwight Arms, "Latin Dictionary" (550 words).

**LATIN II B.** Academic. 5 periods a week.

*Reading* — Sanford and Scott, "Junior Latin Reader".

*Reading*—Caesar, one term. "Fabulae Faciles".

*Grammar* — Allen and Greenough, "Latin Grammar".  
Regents' Questions and Answers.

**LATIN III.** For students devoting five years to college preparation. 5 periods a week.

*Reading*—Selections from Cicero. Tunstall, "Eleven Orations".

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".  
Regents' Questions and Answers.

**LATIN IV.** 5 periods a week.

*Reading*—Cicero, 7 orations or equivalent. Tunstall, "Eleven Orations of Cicero".

*Composition* — Baker and Inglis, "Latin Composition Part II".

*Grammar* — Allen and Greenough, "Latin Grammar".

**LATIN V.** 5 periods a week.

*Reading* — Vergil, 4 books. Fairclough and Brown, "Vergil's Aeneid". Ovid, Allen and Greenough, "Selections from Ovid". Frequent translation at sight from such authors as: Vergil, Ovid, and Cicero, also from College Board examination papers.

*Composition* — Baker and Inglis, "Latin Composition, Part III". Prose at sight from examinations given by the College Entrance Examination Board and by individual colleges.

*Grammar* — Allen and Greenough, "Latin Grammar".

## F R E N C H

5 periods a week.

French is the language of the class-room in so far as is practicable. Opportunity for French conversation is given at the French table. Frequently, a French play is produced



in the spring by members of the department. In 1928 "Les Précieuses Ridicules" of Molière was given.

### FRENCH I.

A. *Grammar* — Chapuzet and Daniells, "Mes Premiers Pas en Français", Armand, "Grammaire Élémentaire I".

B. *Grammar* — François, "Essentials of French", Luria and Chankin, "Lectures Élémentaires".

*Reading* — Books such as the following are read: Méras and Roth, "Petits Contes de France"; François and Giroud, "Simple French"; Syms, "First French Reader"; Malot, "Sans Famille"; Lavissee, "Histoire de France"; Lazare, "Les Plus Jolies Contes de Fées"; Legouvé et Labiche, "La Cigale chez Les Fourmis"; Short plays arranged by François.

### FRENCH II.

*Grammar*—Aldrich-Foster-Roulé, "Elementary French".

*Composition*—Composition based on texts read: Maloubier, "Au Jour le Jour"; Mansion, "Extracts for French Composition".

*Reading*—Books such as the following: Bazin, "Madame Corentine"; Victor Hugo, "Jean Valjean"; Daudet, "Tartarin de Tarascon"; Labiche et Martin, "Le Voyage de Monsieur Perrichon"; Danemarie, "Le Secret de L'Étang Noir"; Maeterlinck, "L'Intruse et Les Aveugles"; Laboulaye, "Contes Bleus"; Dumas, "Les Trois Mousquetaires"; Short Stories from prominent French authors.

### FRENCH III.

*Grammar* — François, "Essentials of French".

*Composition*—Dubrule and Manser, "French Composition".

*Reading*—Books such as the following: Loti, "Pêcheur d'Islande"; Moffet, "Lectures Historiques"; France, "Sylvestre Bonnard", "Le Livre de Mon Ami"; Pailleron, "Le Monde où l'on S'ennui"; Pargment, "La France et Les Français"; Daudet, "Lettres de Mon Moulin"; Bordeaux, "La Peur de Vivre"; Maeterlinck, "L'Oiseau Bleu"; Short stories by Mérimée, Maupassant, Coppée, de Musset, etc.



## FRENCH IV. ACADEMIC.

This course is conducted wholly in French and is open only to those of excellent attainment.

Review of Syntax, in French. Bouvet, "French Syntax". Composition based on Texts read.

Study of French literature from its origin to the 18th Century with readings from the following authors: Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, etc. In the modern field, such authors as the following are read: Hugo, Sand, de Musset, Gautier, France, de Maupassant, Coppée, Hémon, Rostand, and poets represented in "The Hundred Best French Lyrics".

## G E R M A N

5 periods a week.

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter.

### GERMAN I.

*Grammar and Reader*—Mosher, "Lern-und -Lesebuch". Pope, "German Reader for Beginners".

*Reading*—Books such as the following: Müller, "Glück Auf"; Storm, "Immensee". Songs and Poems.

### GERMAN II.

*Composition and Reader*—Whitney and Stroebe, "Easy German Composition"; Gronow, "Geschichte und Sage".

*Reading*—Books such as the following: Bender, "German Short Stories"; Baumbach, "Sommermärchen"; Gerstäcker, "Germelshausen"; Heyse, "L'Arrabbiata"; Stökl, "Alle Fünf"; von Hillern, "Höher als die Kirche"; Fulda, "Unter vier Augen"; Benedix, "Der Prozess", "Günstige Vorzeichen"; Schiller, "Wilhelm Tell"; Hatfield, "German Lyrics and Ballads".

In the second year, special attention is given to German geography, and to the regions and cities in Germany which are of interest to the traveller.

### GERMAN III.

*Composition* — Whitney and Stroebe, "Easy German Composition".

*Reading* — Books such as the following: Werner-Spanhoofd, "Aus Vergangener Zeit"; Whitney and Stroebe, "Geschichte der Deutschen Literatur"; Riehl, "Burg Neideck"; Freytag, "Die Journalisten"; Baumbach, "Der Schwiegersohn"; Sudermann, "Frau Sorge"; Carl Schurz, "Lebenserinnerungen"; Lessing, "Minna von Barnhelm"; Schiller, "Wilhelm Tell"; "Jungfrau von Orleans"; "Das Lied von der Glocke"; Goethe, "Hermann und Dorothea"; German Lyrics and Ballads.

## SPANISH

5 periods a week.

Spanish is used largely in conducting recitations and conversation is introduced so that students quickly understand the spoken language. There is practice in taking dictation.

The memorizing of good Spanish is considered highly important, and occasionally, in addition to the learning of proverbs, poems and songs, a play is presented in Spanish. Martinez Sierra's "El Palacio Verde," and Carrión y Aza's "Zaragüeta", have been recently given.

### SPANISH I.

*Grammar and Composition* — Hills and Ford, "First Spanish Course".

Reading, with composition and conversation based upon the text. Books such as the following are read: Galland and Brenes, Mesén, "Elementary Spanish Reader"; Carrión y Aza, "Zaragüeta"; Valera, "El Pájaro Verde".

## SPANISH II.

*Grammar and Composition* — Wilkins, "New Second Spanish Book".

*Reading* — Books such as the following are read: Altamirano, "La Navidad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela"; Moratín, "El Sí de las Niñas"; Valdés, "La Hermana San Sulpicio".

## SPANISH III.

*Composition* — Seneca, "Spanish Conversation and Composition"; Wilkins, "Elementary Spanish Prose".

*Reading* — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Cervantes, "Don Quixote", selections; Alarcón, "Novelas Contas".

## HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I. 4 periods a week.

English History. Cheyney, "Short History of England".

HISTORY II. 4 periods a week.

Ancient History. West, "Ancient World". Meets college entrance requirements.

HISTORY III. 4 periods a week.

American History and Civics. Muzzey, "History of the American People"; Matthews, "Essentials of American

Government"; McKinley, "Illustrated Historical Topics." Meets college entrance requirements.

#### HISTORY IV. 4 periods a week.

Mediaeval History. Robinson, "Middle Period of European History".

#### HISTORY V. 2 periods a week.

Modern and Contemporary European History. Schapiro, "Modern and Contemporary European History". Emphasis is laid on social and economic as well as political matters, especially as they explain present-day world problems. Map work, outlining and making of charts is required.

#### HISTORY OF FINE ARTS. 2 periods a week.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-books and reference work. Fletcher, "History of Architecture"; Gardner, "History of Painting".

#### HISTORY OF MUSIC.

This is a lecture course profusely illustrated by examples showing the evolution of the art of music.

#### CURRENT EVENTS. 2 periods a week.

The object of this course is to train the judgment of the students and to help them to take an intelligent and responsible interest in the affairs of their own country and of the world.

Newspapers, periodicals and library reference books are used.

In 1927-28, "Poverty and Waste" by Hartley Withers and Siegfried "America Comes of Age" were studied.

## MATHEMATICS

All students are required to complete a year's work in Elementary Algebra, and a year's work in Plane Geometry.

College Preparatory students take additional work in Algebra before taking up the work of the Senior year.

A review of both Algebra and Geometry, completing the college requirement, is given in the Senior year.

FIRST YEAR. 5 periods.

Algebra. Durell and Arnold, "Elements of Algebra".

SECOND YEAR. 4 periods.

Geometry. Durell and Arnold, "Plane Geometry".

THIRD YEAR. 2 periods.

Algebra. Wentworth and Smith, "School Algebra", Part II.

FOURTH YEAR. 5 periods.

Algebra. Longley and Marsh, "Algebra"; Rivenburg, "A Review of Algebra"; McCurdy and Tower, "Exercises in Algebra".

Geometry. Schultze-Sevenoak-Schuyler; also, Globe Outline Series, "Plane Geometry"; Newton-Lynde, "Exercises in Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratories are equipped for individual work; the library is well supplied with reference books, and text-books are supplemented by collateral reading and informal lectures.

**GENERAL SCIENCE.** 3 periods a week.

A brief introduction to the natural sciences. The aim of this course is to give some acquaintance with simple facts and principles of natural science and to arouse interest in scientific phenomena of every-day life.

**BIOLOGY.** 5 periods a week.

*First Semester* — A general introduction to animal morphology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of some typical forms of animal life.

*Second Semester* — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course, emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

**ASTRONOMY.** 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a five-inch Alvan Clark telescope, equatorially mounted.

**GEOLOGY.** 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Laboratory work and field study of river, glacier, and seashore phenomena.

**CHEMISTRY.** 8 periods a week including laboratory work.

A study of the more important elements and their compounds, and of the theories and laws underlying simple



chemical processes, with practice in the solution of problems; individual laboratory work under the supervision of the teacher, including some experiments of a quantitative nature.

Throughout the course, emphasis is placed upon the practical applications of chemistry.

This course meets the college entrance requirements.

**PHYSICS.** 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, and electricity.

Emphasis upon the practical application of principles; practice in solution of problems; lecture table demonstrations, and at least thirty-five experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

**SURVEY OF SCIENCE**, for advanced students only. 2 periods a week.

The development of scientific ideas from the time of Aristotle, with emphasis upon the discoveries and inventions of recent times and their effect upon industrial and social life. The object of the course is to rouse general interest in the sciences and its value is cultural rather than technical.

## HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

**HOUSEHOLD ECONOMICS I.** 4 periods a week. Senior or Senior Middle year.

*Household Management* — 1 period a week. Housewifery, marketing.

*Dietetics* — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

*Laboratory* — 2 periods a week. Cookery, food experiments.

**HOUSEHOLD ECONOMICS II.** 4 periods a week. Senior year.

*House Building* — 1 period a week. Location, sanitation, planning and furnishing.

*Household Management* — 1 period a week, first semester.  
Division of income. Personal and household accounts.

*Study of Textiles* — 1 period a week, second semester.  
Production, cost, use, care.

*Laboratory* — 2 periods a week. Sanitation, first semester. Needlework, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

## PHILOSOPHY

Open only to members of the Senior Class. 4 periods a week.

This course includes the elements of Psychology, Ethics, and Christian Theism. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Troland, "Mystery of Mind"; Dewey and Tufts, "Ethics".

Lectures on Christian Theism by the Rev. Charles H. Cutler, D.D.

## BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

## MUSIC

All students are required to take a one-year course in Musical Appreciation, and one period a week in choral singing. The required appreciation course aims at the development of musical perception and analysis. Typical musical forms are discussed and illustrated at the piano.

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

## MUSIC CERTIFICATE

A group of elective courses covering two years' work is offered to pupils who wish to give more than casual attention to music. These include Theory, History, Ear Training and Appreciation and accompany the technical study of instrument and voice. These electives may be chosen in the Senior Middle and Senior years of the Academic Course. Students who wish to offer Music for college entrance will find the college requirement covered by these courses. Pupils who wish to continue their musical studies after graduation, either in this country or in Europe, will find this work of fundamental value.

A certificate will be given stating that these courses have been satisfactorily completed.

## MUSIC COURSES

HISTORY OF MUSIC. One year, 2 periods a week.

This is a lecture course, profusely illustrated by examples showing the evolution of the art of music.

**FUNDAMENTALS OF FORM: Analysis.** One year, 2 periods a week.

The language and materials of music; elementary physics of Music.

**THEORY, HARMONY, and EAR TRAINING.** Two years, 3 periods a week.

Construction of major and minor scales; intervals, chords, melody writing; harmonization, modulation; rhythmic, melodic and harmonic dictation.

In order to be admitted to the elective courses in music, as a candidate for the Music Certificate, the pupil must present evidence of musical ability, and training in the fundamentals of musical technique, such as: ability to play all the major scales; ability to read easy music at sight; ability to play or sing one or two prepared classics of moderate difficulty.

In order to receive the music certificate, the pupil must be able to play satisfactorily: piano or organ—a piece of Bach, movement from a classical sonata, a concert piece of the romantic or modern school, a piece prepared without supervision, and a piece of ordinary difficulty at sight. String players are required to play a movement from a classical sonata, a more modern piece, a piece prepared without supervision, and a piece at sight. In vocal music, the pupil must be able to sing all necessary technical exercises without aid of instrument, one aria from opera or oratorio, a classical or modern song, and a piece at sight.

## CHORAL MUSIC AND RECITALS

Instruction is given all pupils in chorus and hymn singing, and in musical appreciation.

The Fidelio Society offers opportunity for the more advanced study of choral music and part singing.

The Sunday evening service is frequently held in Davis Hall with special choral music. This service is followed by a recital by the director of music, on the beautiful three-manual organ in the auditorium.

Recitals by the music pupils in all departments accustom them to public performance.

## A R T

The object of the art course is the development of the mental and emotional capacities through personal interest and effort and of the powers of perception and appreciation.

One period of work each week is required of all students for at least two years: two periods each week may be taken, one period for elementary drawing and one for elementary design. The elementary drawing course includes composition of line, mass and color, figure drawing, simple lettering, anatomy and perspective as they are required. In the elementary course in design, the training aims at a knowledge of the fundamental principles of design and color and their application. This course involves considerable research work in design as found in nature and in the works of man.

A special class is offered for those who wish to develop some particular branch of art. This course includes charcoal and pencil drawing from life and the antique, and painting in oil from still life and the model. The painting class is open only to those who have completed the charcoal work in a satisfactory manner. Block-printing and costume design are offered. Costume design includes drawing of the figure, research work in the history of costume and its application to present day needs. Sculpture is open to those who would like to specialize in that branch. Individual attention is given each student.

The Course in History of Art, open only to Seniors, (see History, p. 40 ) is an important part of the art training of the school.

Visits are made to the Boston Museum of Fine Arts, the Isabella Gardner Museum, and other collections of interest.

The Studio is large, well lighted and equipped with many casts of the best Greek, Roman and Renaissance sculpture.

There is a permanent collection of works of art in the John-Esther Art Gallery and various loan exhibitions are held there.



There is an extra fee for the Special Class but there is no charge for the regular class work. It is hoped that as many as possible who wish to enter the Special Class will avail themselves of the opportunities offered in the regular classes.

## S P O K E N E N G L I S H

### FUNDAMENTAL WORK IN VOCAL EXPRESSION.

The purpose of this course is to develop a good speaking voice and to establish ease in platform presentation whether it be in speaking, debating, or the interpretation of literature; to improve the speech and to correct the defects in diction of the pupil. A study is made of the essentials of voice, and the co-ordination of mind, voice and body. Appreciation of literature is sought through oral reading. In class work, both theory and practice are considered. Students are required to take at least two years of this fundamental work.

Textbooks used: "Foundation of Expression" by S. S. Curry. "Classics for Vocal Expression" by S. S. Curry.

### PLATFORM ART: Private instruction in public reading.

Principles of interpretation are applied to various forms of literature and the student is trained to think logically and creatively.

### DRAMATIC TRAINING AND PLAY PRODUCTION.

Particular attention is paid to the literary, dramatic and poetic values which are revealed through vocal expression. The great English plays, both classic and modern, are studied and presented, as well as one-act plays of literary and artistic merit.

The Abbot Dramatic Society has for its object the study of dramatic interpretation and play direction. Among the plays presented by the society have been; "The Rising of the Moon" by Lady Gregory, "Tickless Time" by Susan Glaspell, "The Ghost Story" by Tarkington and "The Holly Tree Inn" by Dickens. Under the direction of the



dramatic instructor, the Senior Middle Class presents each year, a group of one-act plays and the Senior Class presents the most formal play of the year. Among the plays recently produced by these classes have been: "The Old Lady Shows Her Medals" by Barrie, "The Golden Doom" by Dunsany, "Square Pegs" by Bax, "The Knave of Hearts" by Saunders, "Quality Street" by Barrie, "Pomander Walk" by Parker, "She Stoops To Conquer" by Goldsmith and several of Shakespeare's Comedies.

## PHYSICAL EDUCATION

The object of the work is to develop vigorous, graceful and efficient women.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Shower-baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

Physical measurements are made by the Director at the beginning and end of the school year. Medical Examinations are made by the Examining Physician of the school before students are permitted to undertake vigorous athletic work or gymnastics.

Unless in the opinion of a physician it is unwise for her to do so, each student is required to take the regular work in Physical Education, and to register for some form of athletic work.

During the winter and spring, classes in gymnastics, and in rhythmic work meet twice a week. Every student must be enrolled in one or the other line of work.

Special individual corrective and health gymnastics are given to those students who, upon physical examination, are found to have poor posture. Special classes will be formed for those who are not equal to the more vigorous work in physical education, yet who would be benefited by regular, directed exercise.

A course of lectures in Hygiene is given in the fall, by the Physical Director and the Examining Physician, to the whole school.

The Director of Physical Education is in charge of athletics and outdoor sports.

## E X P E N S E S

Board and Tuition, per year . . . .	\$1400.00
Tuition for Day Scholars . . . .	400.00
Piano and Organ, per year:	
Two half-hour lessons a week . . . .	200.00
Use of piano, one period daily . . . .	15.00
Use of organ and electric blower, one period daily . . . . .	30.00
Vocal Music, per year:	
Two half-hour lessons a week . . . .	200.00
Violin, per year:	
One hour lesson a week . . . . .	200.00
Violoncello: according to charge of instructor	
Drawing and Painting: special lessons, Two periods a week, per year . . . .	100.00
Vocal Expression: private lessons, one lesson a week, per year . . . . .	100.00
Physical Examination . . . . .	1.00
Tutoring, per hour . . . . .	2.00
Laboratory Fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoology, each . . . . .	2.00
Cooking, and Sewing, according to cost of materials used . . . . .	
School Concerts and Lectures . . . . .	5.00
Pew Rent, per year . . . . .	3.00
Laundry, at current rates	

Payments for board and tuition must be made to the Treasurer as follows: *Boarding Students*: twenty-five dollars (\$25) at the time of registration, for reservation of place; eight hundred and twenty-five dollars (\$825) in September, at the time of entrance; and five hundred and fifty dollars (\$550) on February first. *Day Students*: twenty-five dollars (\$25) at the time of registration, for reservation of place; two

hundred (\$200) in September, at the time of entrance; and one hundred and seventy-five dollars (\$175) on February first. The fee for reservation of place is forfeited if the place is not taken. Bills for Art and Music are payable one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and *no deduction is made for late entrance, absence or removal* before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of at least fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 17). This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty-eight Thousand Dollars.

The Emma G. Easton Scholarship . . . .	\$1000
The Brewster Scholarship . . . .	1000
The French Scholarship . . . .	1000
The New Hampshire Scholarship . . . .	1000
The Draper Scholarship . . . .	1000
The Minnie E. Lewis Scholarship . . . .	1000
The Abby W. Boyd Scholarship . . . .	1000
The Rice Scholarship . . . .	1000
The Rufus S. Frost Scholarship . . . .	1000
The Nancy J. Haseltine Scholarship . . . .	2000
The Mary A. Richards Scholarship . . . .	400
The Faith Scholarship . . . .	700
The Phebe Fuller McKeen Scholarship . . . .	3000
The Andover or Coburn Scholarship . . . .	2000
The John Cornell Scholarship . . . .	3000

The Frieda Gerlach Billings Scholarship . . .	7500
The Timothy Augustus Holt Scholarship . . .	26000
The Raymond Scholarship . . .	5000
The Charlotte Cornell Scholarship . . .	4000
The Charlotte Ward Briant Scholarship . . .	1000
The Stephen M. Knevals Scholarship . . .	3000
The Ruth Parker Scholarship . . .	1000
The Sarah Cushing Sharp Scholarship . . .	1000
The Abby N. Smart Scholarship . . .	2000

The income of these funds is administered in accordance with the conditions attaching to each.

## TRUSTEES SCHOLARSHIPS

In 1928-29, the Trustees will grant ten annual scholarships to boarding pupils of restricted means taking one of the two regular courses. There will be two groups of these scholarships.

1. Five scholarships of \$300 each may be awarded to new pupils entering Senior Middle Class or Junior Middle Class.

2. Five scholarships of \$200 each may be awarded to returning pupils who are to be in the Senior or the Senior Middle Class.

These awards will be made only on the basis of excellent ability as indicated by previous school record and whatever scholastic tests may be required, and of high personal quality as evidenced by the interests, dispositions and achievements of the candidates.

The granting of any or all of these scholarships may be withheld at the discretion of the Principal and of the Treasurer. Further information concerning the conditions under which these scholarships will be granted may be obtained from the Principal.

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## ENROLLMENT OF STUDENTS

Boarding Students	141
Day Students	43
	<hr/>
	184

## DISTRIBUTION BY STATES

Massachusetts, ninety-nine; New York, twenty-five; Connecticut, sixteen; Pennsylvania, eight; New Jersey and New Hampshire, each seven; Maine, five; Ohio and Illinois, each three; Michigan, Vermont and Indiana, each two; Maryland, Rhode Island, Kansas, West Virginia and Korea, each one.

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## THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from members of the school, it furnishes news of the events of the year, and much space is given to items concerning alumnae and former students. Price, per year, \$1.50.

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## THE ABBOT BULLETIN

The Abbot Bulletin is a semi-annual publication sent out from the school by the Alumnae Association and the Board of Trustees to all former members of the school. It contains news of the school and of its policies that is of special interest to the Alumnae, and also general news and announcements of the Alumnae Association, and of the Abbot Academy Clubs.

It does not, as a rule, contain personal items about the Alumnae. Such items may be found in The Abbot Courant.

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## ABBOT ACADEMY CLUBS

Abbot Academy Clubs in Boston and New York have long been established. Abbot Academy Clubs have recently been formed in Detroit, Chicago, Pittsburgh, Philadelphia, Maine, Central and Eastern Ohio, Connecticut, Southern New England, Cleveland and Eastern and Western Maine. All these clubs have stated meetings during the year and welcome present and former members of the school.



Information about these clubs may be obtained by addressing Abbot Academy.

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## ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00. This association helps the school, not only by strengthening associations and stimulating loyalty, but very practically, as the interest of its funds is devoted to the needs of the Academy. Application for admission to membership may be made to Miss Mary Bancroft, Secretary, Abbot Academy Alumnae Association, Abbot Academy, Andover, Mass.

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## THE CENTENNIAL LOYALTY FUND

The Abbot Academy Centennial Loyalty Fund was established in 1920 by the Alumnae Association. Its object is to provide a General Endowment for the Academy, through the gifts of its former students, in recognition of the one hundredth anniversary of the founding of the school.

The Director of the Loyalty Fund is Miss Alice Carter Twitchell, 20 Deering Street, Portland, Maine, from whom all information on this subject may be obtained.

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## ANNUITIES

Alumnae and friends of the school who would gladly make gifts to the endowment fund but feel that they need the income for their own support will be interested to know of the possibility of making a gift on an annuity basis. By this plan, it may be arranged that donors of sums of \$500.00 or more receive in return life annuities. These provide a secure income without further anxiety as to in-



vestment, and in addition give to their donors the satisfaction of seeing during their lives the way in which their gifts are used.

Several of our friends are already enjoying the double benefits of this mode of gift.

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## ABBOT ACADEMY REGISTER

A register of the names and addresses of present and past students of Abbot Academy has just been completed and is ready for distribution. About four thousand names are listed, including over a thousand students who have attended the school since the publication of the biographical catalogue in 1913. There are alphabetical and geographical indexes in addition to the arrangement according to classes. The price is one dollar, including postage. Orders may be sent to Miss Jane B. Carpenter, Keeper of Alumnae Records, Abbot Academy, Andover.

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## HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the opening of the school in 1829 to the close of Miss McKeen's administration in 1892, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to Abbot Academy, Andover, Mass., will receive prompt attention.

# STUDENTS, 1927-1928

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## ACADEMIC SENIOR CLASS

Katharine Isabel Adams  
Katherine Kidde Bornemann  
Dorothea Mae Dow  
Virginia Gay  
Frances Bryden Gould  
Elizabeth Marsh Jackson  
Dorothy Louise Jennings  
Beatrice Lane  
Helen Elizabeth Leavitt  
Eleanor Leech  
Mary Olive Piper  
Susan Bacon Ripley  
Constance Wyer Rundlett  
Emily Sloper  
Marian Heathman Smith  
Barbara Wentworth  
Elizabeth Wurts Whitney

*Scarsdale, New York*  
*Montclair, New Jersey*  
*Montclair, New Jersey*  
*Friendship, Maine*  
*Winchester*  
*Springfield*  
*Andover*  
*Fitchburg*  
*Haverhill*  
*Providence, Rhode Island*  
*South Sudbury*  
*Andover*  
*Portland, Maine*  
*New Britain, Connecticut*  
*New Hartford, New York*  
*Winchester*  
*White Plains, New York*

## COLLEGE PREPARATORY SENIOR CLASS

Frances Eleanor Anderson  
Clarice Isabelle Bartlett  
Christine Bliss  
Ruth Allerton Cushman  
Lois Adelaide Dunn  
Jean Olive Frederick  
Margaret Drugan Graham  
Elizabeth Hollis  
Louise Hermance Hyde  
Margaret Boe Nivison  
Josephine Gilbert Paret  
Marian Beecher Quin  
Katherine Ross  
Elizabeth Ryan  
Elizabeth Schuh  
Laura Patterson Snell  
Jean Reid Swihart  
Theodora Talcott  
Barbara Vail  
Katherine Whiting Willauer

*Pittsburgh, Pennsylvania*  
*Freeport, Long Island, New York*  
*Burlington, Vermont*  
*Sharon*  
*Lock Haven, Pennsylvania*  
*Greenlawn, Long Island, New York*  
*Andover*  
*Lynn*  
*Ware*  
*Waterville, Maine*  
*Moorestown, New Jersey*  
*New Haven, Connecticut*  
*Middlebury, Vermont*  
*Andover*  
*Southbridge*  
*Ayer*  
*Ridgewood, New Jersey*  
*Farmington, Connecticut*  
*Michigan City, Indiana*  
*New York, New York*

## SPECIALS

Gwendolen Huntington Cochran  
Winifred Elizabeth Dudley

*Plainfield, New Jersey*  
*Oberlin, Ohio*

## ACADEMIC SENIOR MIDDLE CLASS

Louise Josephine Anthony  
Katherine Holt Blunt  
Catherine Gardner Bowden  
Donna Macdonald Brace  
Charlotte Serena Butler  
Gertrude Mae Campion  
Grace Elinor Castle  
Frances Condit Cobb  
Marjorie Bluett Ellis  
Olive Taylor Elsey  
Margaret Cowles Esty  
Barbara Sylvester Folk  
Katherine Foster  
Mary Kendrick Francis  
Charlotte Alice Haas  
Lois Melanie Hardy  
Elizabeth Girdler Hawley  
Jessie Marianne Hirst  
Mary Jeanette Hubbard  
Helen Hurlburt  
Eleanor Jones  
Ruth Elaine Jones  
Roberta Kendall  
Katherine Mason Kennedy  
Mabel Estelle Levering  
Jane Allen Linn  
Mary Fegely McCaslin  
Mary Alice McIntosh  
Elizabeth Retta McKinney  
Marguerite Neville  
Elizabeth Jane Osborne  
Charlotte Osgood  
Cleone Dunham Place  
Susan Helen Pratt  
Ruth Luella Shulze  
Millicent Clark Smith  
Jean Elizabeth Stewart  
Katherine Chandler Stewart  
Elizabeth Childs Taylor  
Helen Martha Thornburg  
Louise Tobey  
Rosamond Devereux Wheeler  
Priscilla Brooks Whittemore  
Emelyn Wright

*Garden City, Long Island, New York.*  
*Andover*  
*Marblehead*  
*Pelham Manor, New York*  
*Meriden, Connecticut*  
*Andover*  
*Barrington, Illinois*  
*Boonton, New Jersey*  
*Detroit, Michigan*  
*Harrisburg, Pennsylvania*  
*Framingham*  
*Andover*  
*Concord, New Hampshire*  
*Andover*  
*New Rochelle, New York*  
*Wellesley Farms*  
*Marblehead*  
*Seoul, Korea*  
*Pontiac, Michigan*  
*Glastonbury, Connecticut*  
*Lebanon, New Hampshire*  
*Keene, New Hampshire*  
*Chevy Chase, Maryland*  
*Suffield, Connecticut*  
*Jenkintown, Pennsylvania*  
*South Zanesville, Ohio*  
*Pottstown, Pennsylvania*  
*Spencer, West Virginia*  
*Derry, New Hampshire*  
*North Andover*  
*Arlington*  
*North Andover*  
*West Newton*  
*North Adams*  
*Andover*  
*New Bedford*  
*Mount Vernon, New York*  
*Windsor, Connecticut*  
*Melrose*  
*Waltham*  
*Manchester, New Hampshire*  
*Andover*  
*Andover*  
*Andover*

## COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Elizabeth Montague Bowser  
 Alice Juliet Butler  
 Elizabeth Crowinshield Dean  
 Virginia Elizabeth Drake  
 Mary Eaton  
 Barbara Elliott  
 Dorothy May Field  
 Florence Loomis Gardner  
 Hester Dorothe Gerrish  
 Harriet Beatty Gilmore  
 Cornelia Brownell Gould  
 Elizabeth Gignoux Hulse  
 Frances Gwenllian Jones  
 Elizabeth McAllister  
 Ann Eshelman Miller  
 Elizabeth Osborne  
 Despina Georgia Plakias  
 Helen Farrell Richardson  
 Bettina Rollins  
 Mary Kirkland Roys  
 Barbara Crawford Smith  
 Edith Blake Smith  
 Grace Elizabeth Stephens  
 Elizabeth O'Neil Stout  
 Elizabeth Tarr  
 Carol Upham  
 Olive Christie Warden

*Lawrence*  
*New Haven, Connecticut*  
*Brookline*  
*Wichita, Kansas*  
*Wakefield*  
*Willimantic, Connecticut*  
*Phillips, Maine*  
*New London, Connecticut*  
*Andover*  
*Chambersburg, Pennsylvania*  
*Millerton, New York*  
*Monroe, New York*  
*Cincinnati, Ohio*  
*Methuen*  
*Germantown, Pennsylvania*  
*Boston*  
*Boston*  
*Middleton*  
*Newport, New Hampshire*  
*New York, New York*  
*New Hartford, New York*  
*Torrington, Connecticut*  
*East Hampton, New York*  
*Ben Avon, Pittsburgh, Pennsylvania*  
*Beverly*  
*Waban*  
*Andover*

## SPECIAL

Katherine Taber Fox

*Kittery Point, Maine*

## JUNIOR MIDDLE CLASS

Mary Lockhart Bacon  
 Ruth Baker  
 Janet Brown  
 Elaine Rey Burt  
 Muriel Ruth Cann  
 Rosamond Castle  
 Charlotte Gay Chamberlain  
 Kathie Fellows  
 Ruth Harriet Fleming  
 Katrina Fountain  
 Grace Bradbury Hadley  
 Evelyn Eldelia Hamilton  
 Jeanne Merrill Harrington  
 Barbara Mary Healey  
 Christine Hollands  
 Alice Debaker Hoyt

*Tarrytown, New York*  
*Winthrop*  
*Northampton*  
*Andover*  
*Freeport, Long Island, New York*  
*Quincy, Illinois*  
*Sharon, Connecticut*  
*Salem*  
*Syracuse, New York.*  
*Scarsdale, New York*  
*Andover*  
*Limestone, Maine*  
*Andover*  
*North Andover*  
*Hornell, New York*  
*Salem*

Joyce Jarman  
 Barbara Violet Lord  
 Janice Lovell  
 Virginia Louise Moulton  
 Priscilla Howard Page  
 Elizabeth Norris Perry  
 Jeanette Launder Quimby  
 Mary Beatrice Richards  
 Helen Bacon Ripley  
 Ruth Wentworth Rockwell  
 Doris Seiler  
 Helen Jean Simpson  
 Elizabeth Striplin Southworth  
 Vivian Southworth  
 Doris Lydia Sturtevant  
 Margaret Lamberton Taylor  
 Eleanor Thompson  
 Nathalia Ulman  
 Marjorie Francis Watson  
 Mary Dorothy Welch

*Scarsdale, New York*  
*Andover*  
*Melrose*  
*Melrose*  
*Andover*  
*Andover*  
*Portland, Maine*  
*Andover*  
*Andover*  
*North Andover*  
*South Orange, New Jersey*  
*Galesburg, Illinois*  
*Andover*  
*Andover*  
*Somerville*  
*Westfield, New York*  
*Waltham*  
*Boston*  
*Andover*  
*Andover*

#### JUNIOR CLASS

Doris Allen  
 Mary Stewart Angus  
 Miriam Bass  
 Katharine Abbott Bigelow  
 Katharine Pollosck Brace  
 Emily Bullock  
 Nancy Whitney Carr  
 Faith Chipman  
 Flora Mabel Collins  
 Ruth Ward Dana  
 Evelyn Alice Folk  
 Jane Goodell  
 Barbara Graham  
 Audrie Drusilla Mary Griffiths  
 Mary Irene Hyde  
 Monica Keith  
 Mary Jane Manny  
 Charlotte Amy Marland  
 Margaret Josephine O'Leary  
 Marcia Rudd  
 Camille Virginia Sams  
 Elizabeth Sharp  
 Adelaide Smyth

*Marblehead*  
*Andover*  
*Greenwich, Connecticut*  
*Worcester*  
*Pelham Manor, New York*  
*Andover*  
*Bridgewater*  
*Boston*  
*Andover*  
*Brookline*  
*Andover*  
*New York, New York*  
*Andover*  
*Torrington, Connecticut*  
*Ware*  
*Brookline*  
*Michigan City, Indiana*  
*Ballard Vale*  
*Waban*  
*Hartford, Connecticut*  
*New Rochelle, New York*  
*New Rochelle, New York*  
*New Rochelle, New York*

#### FIRST YEAR GIRLS

Ann Adams  
 Elizabeth Ross Bigler  
 Harriet Elizabeth Bolton

*Scarsdale, New York*  
*Andover*  
*North Andover*

Virginia Brown  
Mary Houghton Chase  
Dorothy Dunn  
Emily Cameron Hanson  
Joyce Compton Henry  
Hilda Wood Lynde  
Dorothy Mae Newcomb  
Claire Mary O'Connell  
Penelope May Page  
Katharine Brigham Roth  
Mariette Whittemore

*Keene, New Hampshire*  
*Medford*  
*Gardner*  
*State Farm*  
*Andover*  
*Andover*  
*New London, Connecticut*  
*Andover*  
*Andover*  
*Andover*  
*Andover*

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## MUSIC STUDENTS

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### PIANO

Elizabeth Ross Bigler  
Harriet Elizabeth Bolton  
Katherine Kidde Bornemann  
Virginia Brown  
Elaine Rey Burt  
Gertrude Mae Campion  
Mary Houghton Chase  
Frances Condit Cobb  
Winifred Elizabeth Dudley  
Marjorie Bluett Ellis  
Ruth Harriet Fleming  
Evelyn Eldelia Hamilton  
Emily Cameron Hanson  
Lois Melanie Hardy  
Jessie Marianne Hirst  
Christine Hollands  
Mary Jeanette Hubbard

Hilda Wood Lynde  
Helen Elizabeth Leavitt  
Dorothy Mae Newcomb  
Claire Mary O'Connell  
Margaret Josephine O'Leary  
Elizabeth Osborne  
Josephine Gilbert Paret  
Despina Georgia Plakias  
Mary Beatrice Richards  
Mary Kirkland Roys  
Elizabeth Sharp  
Marian Heathman Smith  
Elizabeth Striplin Southworth  
Vivian Southworth  
Jean Elizabeth Stewart  
Grace Elizabeth Stephens  
Louise Tobey

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### VOICE

Clarice Isabelle Bartlett  
Frances Condit Cobb  
Margaret Cowles Esty  
Jessie Marianne Hirst  
Elizabeth Gignoux Hulse

Beatrice Lane  
Eleanor Leech  
Helen Bacon Ripley  
Emily Sloper  
Theodora Talcott

Margaret Boe Nivison

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### ORGAN

Margaret Cowles Esty  
Margaret Boe Nivison

Ruth Luella Shulze  
Louise Tobey

Emelyn Wright



## VIOLIN

Faith Chipman

Susan Bacon Ripley

Charlotte Amy Marland

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## VIOLONCELLO

Miriam Bass

Camille Virginia Sams

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## SPECIAL ART STUDENTS

Charlotte Serena Butler  
Ruth Allerton Cushman  
Olive Taylor Elsey  
Katherine Foster  
Katrina Fountain  
Charlotte Alice Haas

Jessie Marianne Hirst  
Mary Jeanette Hubbard  
Monica Keith  
Barbara Crawford Smith  
Katherine Chandler Stewart  
Nathalia Ulman

Priscilla Brooks Whittemore

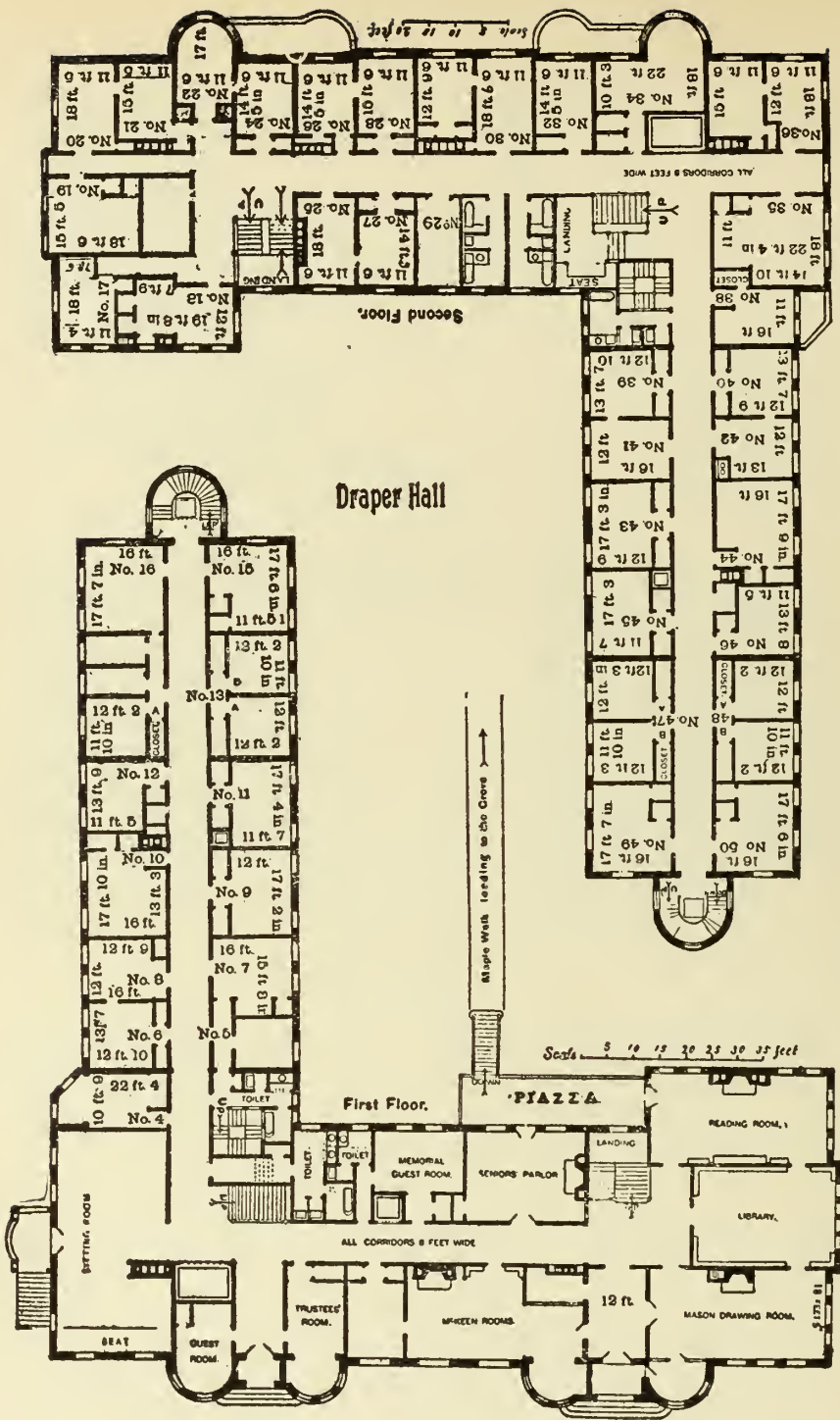
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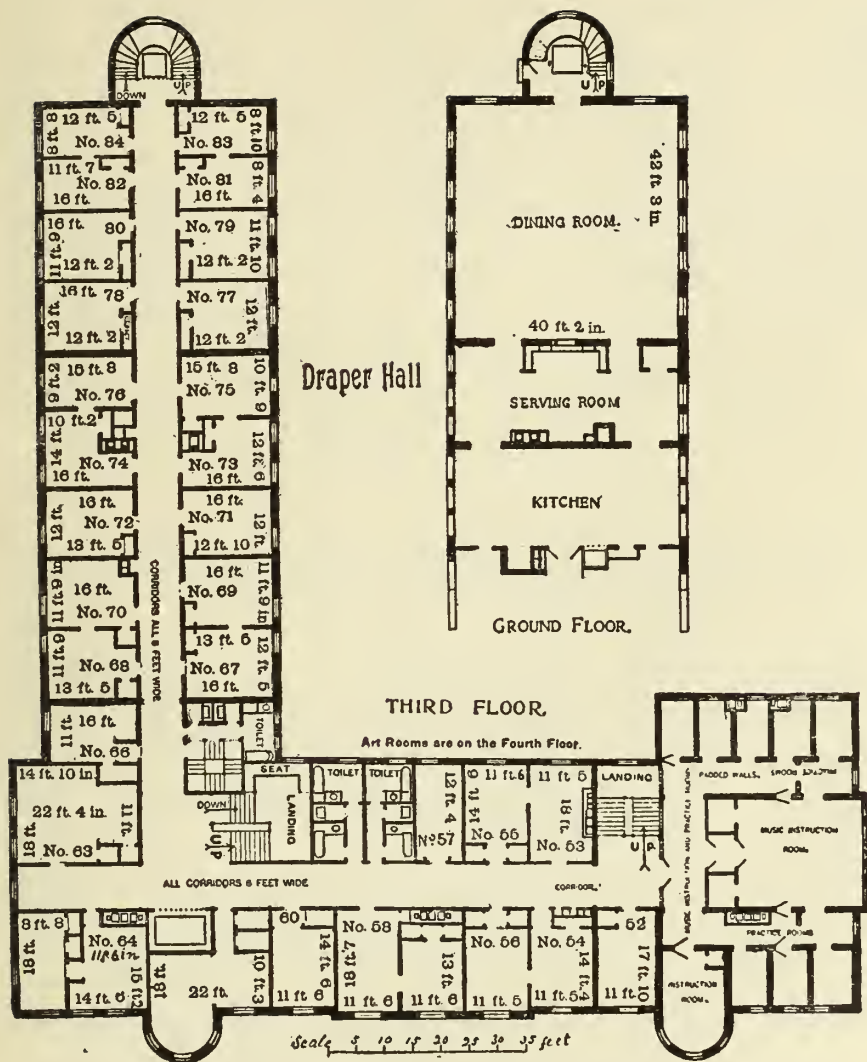
## SPECIAL VOCAL EXPRESSION STUDENTS

Frances Eleanor Anderson  
Janet Brown  
Charlotte Gay Chamberlain  
Dorothea Mae Dow  
Jean Olive Frederick  
Grace Bradbury Hadley  
Lois Melanie Hardy  
Elizabeth Gignoux Hulse  
Elizabeth Marsh Jackson  
Ruth Elaine Jones

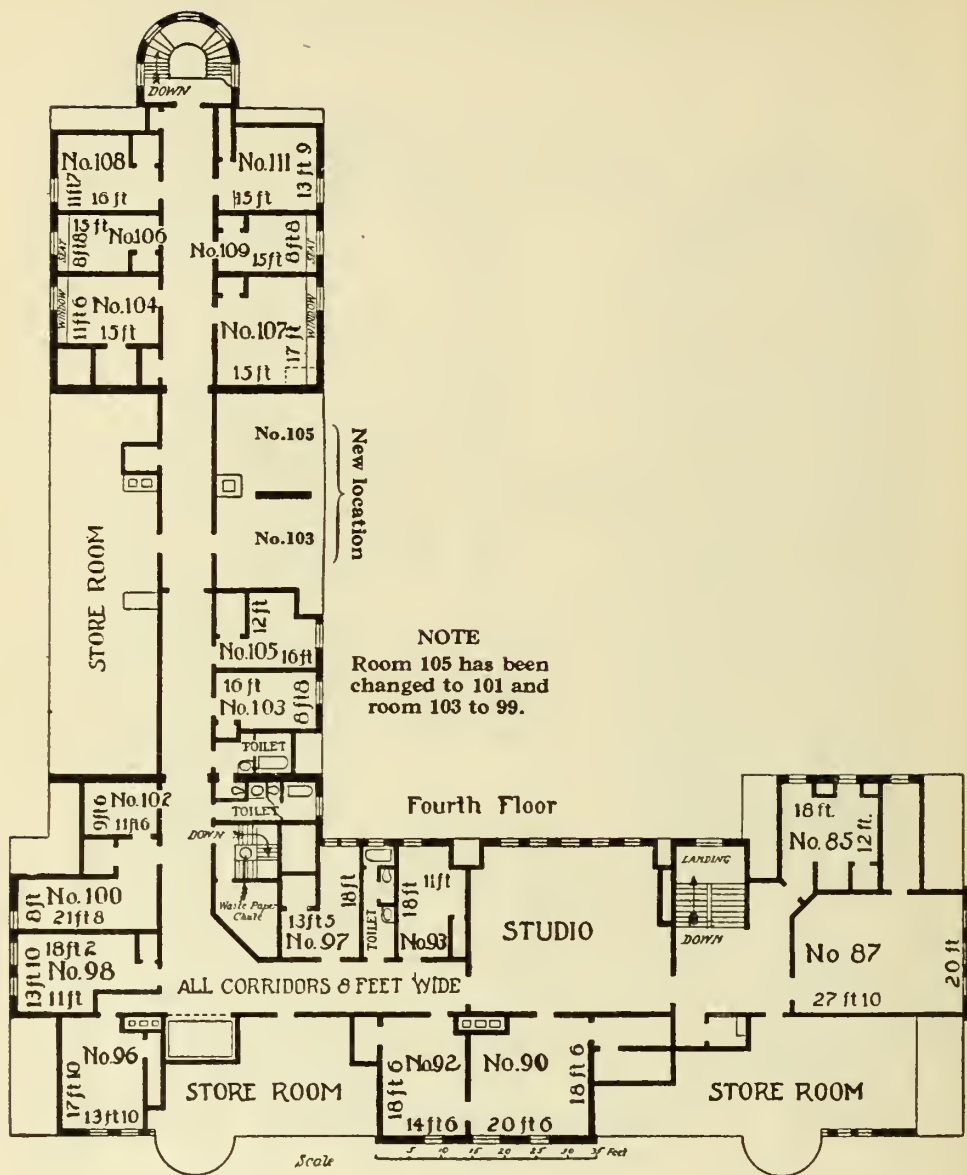
Janice Lovell  
Mary Alice McIntosh  
Elizabeth Retta McKinney  
Elizabeth Osborne  
Despina Georgia Plakias  
Katherine Ross  
Katherine Chandler Stewart  
Olive Christie Warden  
Mary Dorothy Welch  
Mariette Whittemore

Katherine Whiting Willauer

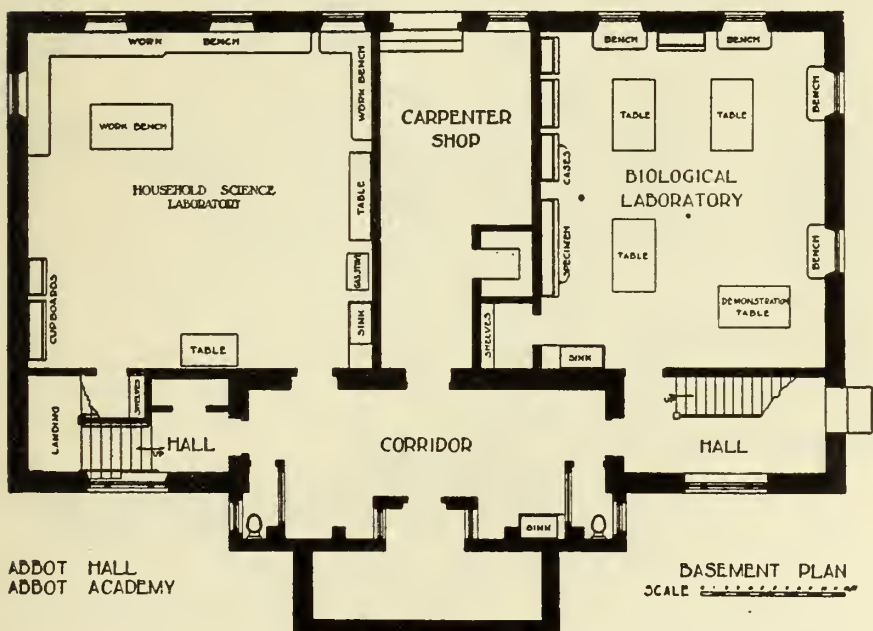
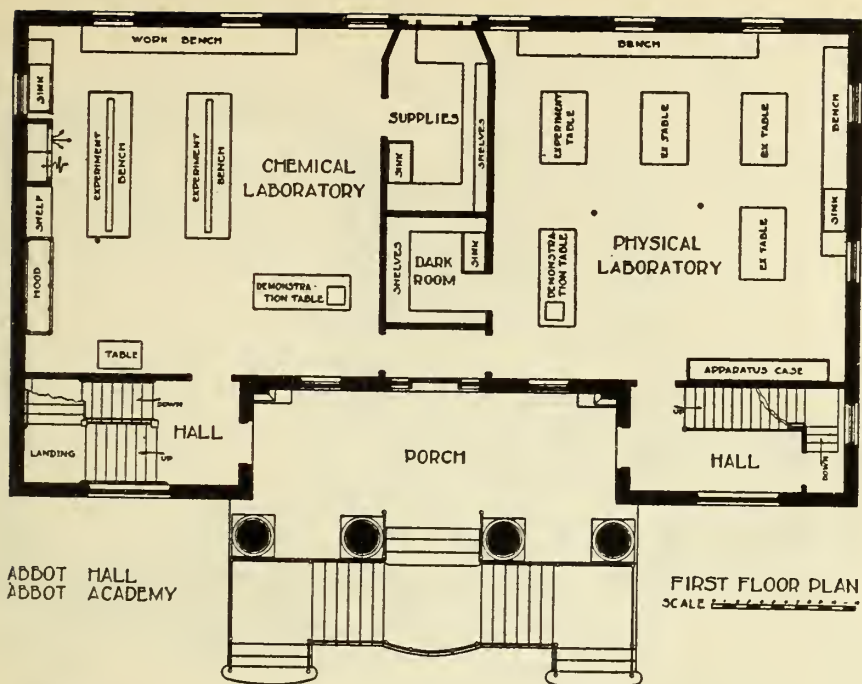




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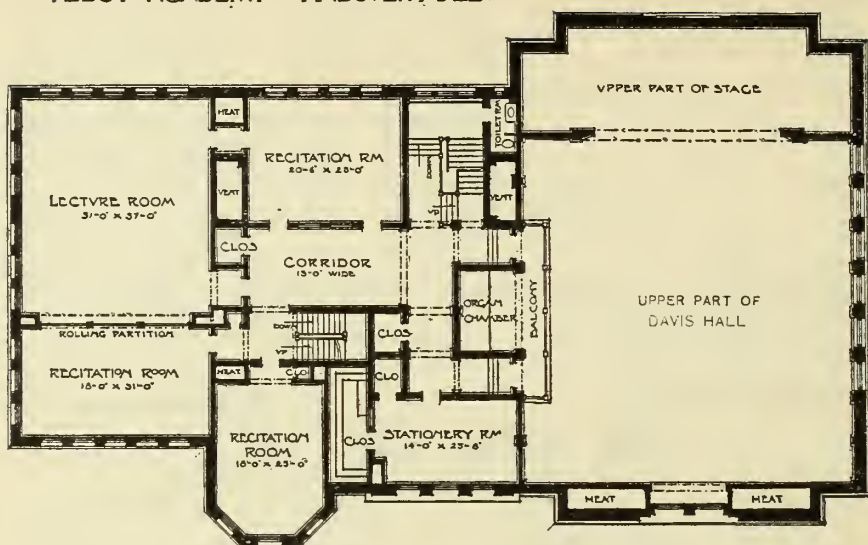


DRAPER HALL



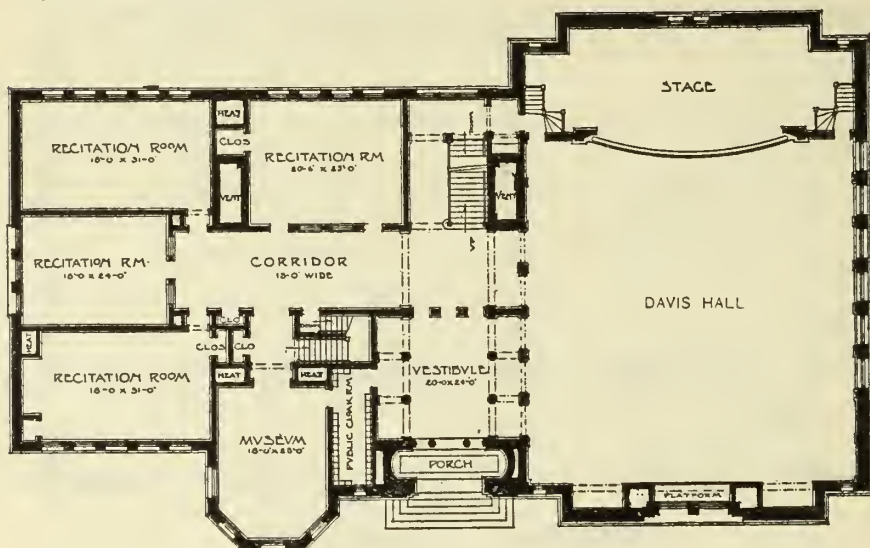


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF SECOND FLOOR ~

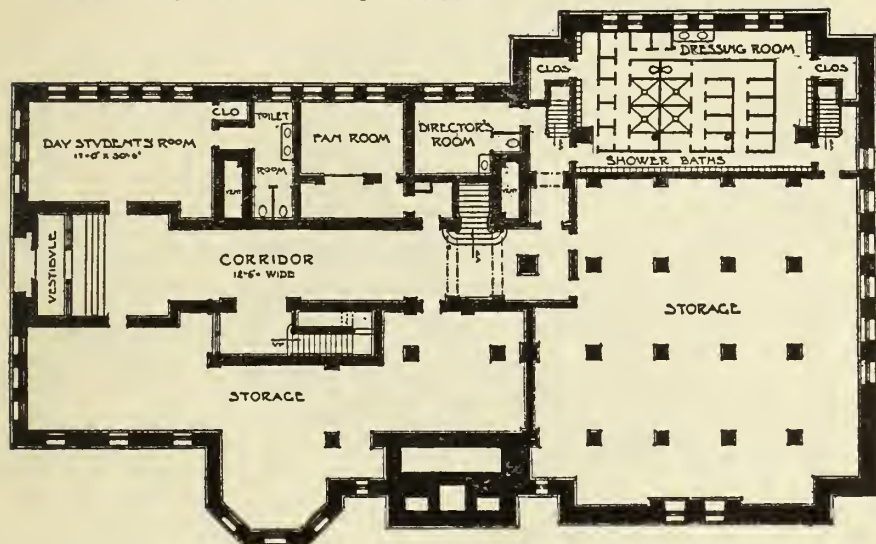
McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



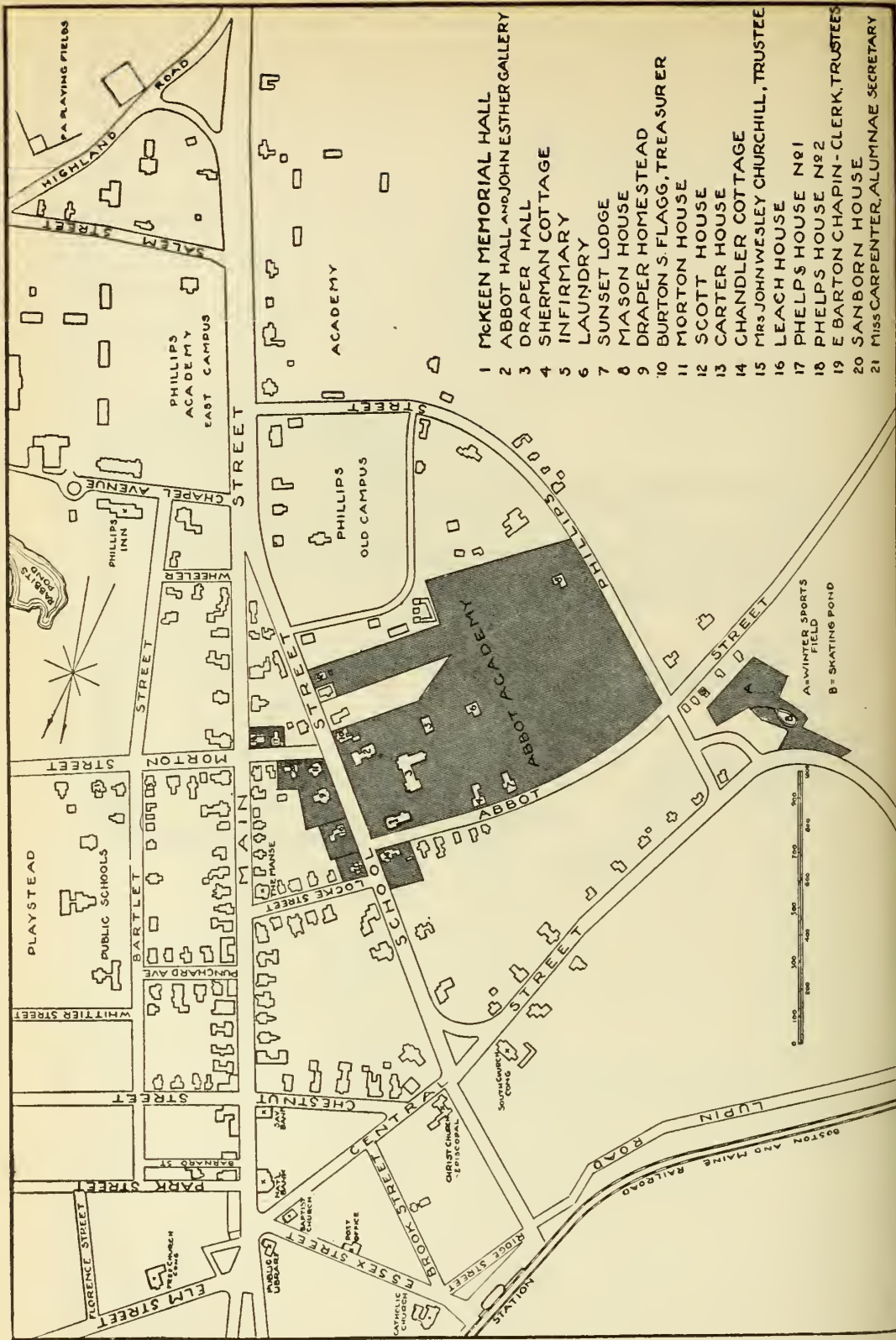
~ PLAN OF FIRST FLOOR ~



McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



- PLAN OF BASEMENT -



WORK OF GRAMMAR SCHOOL GRADE

	DATE:			DATE:		
	EIGHTH GRADE			NINTH GRADE		
	No. of Weeks	Periods per Week	Grade	No. of Weeks	Periods per Week	Grade
English Grammar						
Arithmetic						
Geography						
History						
Science						
Spelling						
Penmanship						
Reading						
Books read						

Please use the above form for entrance to first year work.

WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
HISTORY: Ancient English					
SCIENCE: Botany Chemistry Physics Physiology					
Laboratory work					

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
*English					
Other subjects					

\* Please give the names of the Grammar studied and of the books read.  
Please explain your marking system.

What is the passing grade?  
What is the certificate grade for college?  
In what quarter of the class do you place this student?

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
MATHEMATICS: Algebra					
Geometry					
LATIN: Grammar and Reader					
Prose Composition					
Caesar					
Vergil					
Cicero					
*FRENCH					

\* Please give the names of the Grammar studied and of the books read.

Recommendation

(To be filled out by the School Principal)

Please state fully your estimate of the student's character and personality, noting especially her native ability, her power of application, her interest in her work, her influence over her fellow-students, her general promise, her interest in outside activities, her home background. This statement will be regarded as confidential.

Signed .....  
Principal

School Record

Name of student

Address of Student. ....

School Record

This record when properly filled out should be returned by the School directly to the Principal, Abbot Academy, Andover, Mass.

.....19

I hereby certify that  
Miss .....  
has been a pupil in  
.....  
school from .....to .....  
and that the following is a correct statement of the work done by her in the subjects named.

.....  
Signature of Principal  
.....  
Name of School  
.....  
Address of School

Miss .....  
was credited upon entrance with the following subjects:

Subjects	No. Weeks	Periods per Week	Date of Completion	Grade



Full name and address of applicant

Does she wish special lessons  
in drawing or painting?  
in vocal expression?

Date of birth

Does she wish a room-mate?

Full name of parent or guardian

What is the condition of her health?

Business address

What church does she attend?

What was the last school attended by the applicant, and for how  
long? What other schools has she attended? Is she a gradu-  
ate of any school?

Is she a member of any church?

Is she to attend in Andover  
the Congregational Church?  
the Episcopal Church?

Does she apply for the academic or college preparatory course?

Address of persons to whom reference may be made:

If for the latter, for what college does she wish to be prepared?

Social

Does she wish to study piano, violin, violoncello, voice? (Cross  
out those not desired)

Financial

## Application Form

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

.....19

Application is hereby made for the admission of my  
....., (name).....  
as a <sup>day</sup>boarding } student at Abbot Academy, for the school year  
beginning September , 19 . Enclosed is my check for  
\$25.00 for reservation of place, to be credited on the bill  
for tuition. I have carefully read and accept the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1928-9. I promise that my.....shall conform to  
the regulations of the Academy, and that she shall be punctual  
in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian

The form for the school record should be filled in and forwarded at once  
by the Principal of the school last attended, and a testimonial as to character  
should be sent by the Pastor of the church which the student attends.

Address

MISS BERTHA BAILEY,  
*Principal*







# ABBOT ACADEMY

ANDOVER, MASS.

1929-1930

*ONE HUNDREDTH AND FIRST YEAR*









AIR PLANE VIEW OF  
ABBOT ACADEMY  
LOOKING DOWN SCHOOL STREET



ABBOT ACADEMY  
ANDOVER, MASSACHUSETTS

---

FOUNDED 1829

---

CIRCULAR OF INFORMATION

FOR

1929-1930

---

ANDOVER  
1929

THE ANDOVER PRESS  
ANDOVER, MASS.

# CALENDAR

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1929 - 1930

1929

June	3,	Monday	Commencement
June	4,	Tuesday	Alumnae Day
June	5,	Wednesday	Centennial Celebration
June	17-22,	College Entrance Board Examinations Summer Vacation	
September	17,	Tuesday, before 6 P.M. Registration for entering students who take examinations.	
September	18,	Wednesday, Registration, day students, 9 A.M. Examinations for entering students Registration, boarding students, before 6 P.M.	
September	19,	Thursday. Chapel exercises, 9 A.M. Classification of students	Fall term begins
November	28,	Thursday	Thanksgiving Day
December	19,	Thursday	Fall term ends
Christmas Vacation			

1930

January	8,	Wednesday. Registration, boarding students, before 6 P.M.	
January	9,	Thursday, Chapel Exercises 8.30 A.M.	Winter term begins
February	1,	Saturday	First semester ends
March	20,	Thursday	Winter term ends
Spring Vacation			
April	2,	Wednesday. Registration, boarding students, before 6 P.M.	
April	3,	Thursday, Chapel Exercises 8.30 A.M.	Spring term begins
June	8,	Sunday	Baccalaureate Sermon
June	10,	Tuesday	Graduating Exercises

## TRUSTEES

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THE HON. MARCUS MORTON, <i>President</i>	<i>Boston</i>
BURTON SANDERSON FLAGG, A.B., <i>Treasurer</i>	<i>Andover</i>
EDWARD BARTON CHAPIN, A.B., <i>Clerk</i>	<i>Andover</i>
MRS. JOHN WESLEY CHURCHILL	<i>Andover</i>
GEORGE FERGUSON SMITH, A.B.	<i>Brookline</i>
THE REV. MARKHAM WINSLOW STACKPOLE	<i>Milton</i>
THE REV. CHARLES HERRICK CUTLER, D.D.	<i>Andover</i>
MISS BERTHA BAILEY, Sc.B.	<i>Andover</i>
PRESIDENT ELLEN FITZ PENDLETON, M.A., Litt.D., LL.D.	<i>Wellesley College</i>
IRVING SOUTHWORTH, A.B.	<i>Andover</i>
PROFESSOR JESSE BUTTRICK DAVIS, A.M. Litt.D.	<i>Boston</i>
MISS DOROTHY ELIZABETH BIGELOW,	<i>Alumna Trustee, Leicester</i>



# FACULTY

1928-1929

BERTHA BAILEY, Sc.B., <i>Principal</i>	Psychology, Ethics
REV. CHARLES H. CUTLER, D.D.	Lectures, Christian Theism
KATHERINE ROXANNA KELSEY, <i>Assistant Principal</i>	Mathematics
NELLIE MARIA MASON	Physics, Chemistry
REBEKAH MUNROE CHICKERING, A.B.	History, English
JOSEPHINE HAMMOND, Sc.B.	Literature, History of Art
MARY ETHEL BANCROFT, A.B.	English
OCTAVIA WHITING MATHEWS, A.B.	Bible, Spanish
HELEN DUNFORD ROBINSON, A.B.	Latin
CAMILLA MOSES, A.B., A.M.	Latin
BERTHA ADELINE GRIMES, A.B., Chemistry, Biology, Household Science	
RUTH STEPHENS BAKER, A.B., A.M.	French and German
MARIE DE LA NIÉPCE CRAIG (Mrs.)	French
*HELEN DEARBORN BEAN, A.B.	History
IDA KATHLEEN WALKER, A.B., A.M.	History
HELEN FRANCES BURT, Sc.B.	Mathematics, Astronomy, Geology
MARIE ODILE RUEST (Mrs.), BAC.L.PH.	French
DORIS McDUFFEE, A.B.	History, Mathematics
MARY CARPENTER	Physical Education
JEAN ELEANOR JAMES, A.B.	Bible, Psychology
CONSTANCE CLIFFORD LING	Rhythmic Work
BERTHA MORGAN GRAY (Mrs.)	Spoken English
WALTER EDWARD HOWE, Mus.B.	
	Choral Music, Pianoforte, Organ, Theory of Music
KATE FRISKIN	Pianoforte, Theory of Music
RAYMOND H. COON	Pianoforte
RUTH THAYER BURNHAM (Mrs.)	Vocal Music
MARIE NICHOLS	Violin
BERTRAM H. CURRIER	Violoncello
MARION L. ABBOTT	Accompanist
BEATRICE WHITNEY VAN NESS (Mrs.)	Drawing, Painting
ELIZABETH LORD	Design
<hr/>	
FANNY BIGELOW JENKS, A.B.	Secretary to the Principal
JEAN HOPE BAYNES	Financial Secretary
DOROTHY HOPKINS, Sc.B.	Librarian, Curator of John-Esther Gallery
OCTAVIA WHITING MATHEWS, A.B.	Supervisor of Day Students
FLORENCE BUTTERFIELD	House Superintendent
KATE FRISKIN	} In charge of Draper Homestead
CAMILLA MOSES, A.B., A.M.	
RUTH STEPHENS BAKER, A.B., A.M.	In charge of Sherman Cottage
MARY BISHOP PUTNAM	
	In charge of Sunset Lodge, Supervisor of Cottages
HANNAH DUNCAN (Mrs.), R.N.	Resident Nurse, In charge of Infirmary
MRS. MARION LITTLEFIELD CLARK, M.D.	Examining Physician
JANE BRODIE CARPENTER, A.M.	Keeper of Alumnae Records

\*In Europe on leave of absence.

## LECTURES

COL. H. E. BULLIS of Washington	
"Romance of the Calendar"	November 12, 1928
MR. WILLIAM E. ELLSWORTH of New York	
"Milton, Bunyan and The Restoration"	December 3, 1928
"Changing Fashions in American Humor"	December 4, 1928
MISS FLORENCE JACKSON of Wellesley	
"Vocations for Women"	January 12, 1929
MISS JOAN LONDON of California	
"Jack London"	January 15, 1929

## CONCERTS

MARIE NICHOLS, Violinist		May 1, 1928
THE ROTH STRING QUARTET of Budapest		October 20, 1928
PROFESSOR WALTER EDWARD HOWE, Organist		November 6, 1928
KATE FRISKIN, Pianist	} Trio Recital	November 20, 1928
MARIE NICHOLS, Violinist		
JACOBUS LANGEDOEN, 'Cellist		
WILLEM VALKEMIER, Horn		
ALBERT STOESSEL, Violinist		
ARTHUR J. BASSETT, Pianist	}	January 26, 1929
ARTHUR HACKETT, Tenor		February 12, 1929
THE JITNEY PLAYERS		February 19, 1929

## SPEAKERS

MRS. APPASAMY	PROFESSOR KIRTLEY F. MATHER
MISS DORIS McDUFFEE	MISS ANNE WIGGIN
MISS KATHERINE R. KELSEY	PRESIDENT CLARENCE A. BARBOUR, D.D.,
MISS LOUISE BROWN	LL.D.
MISS BRANNAN	PRESIDENT J. EDGAR PARK, D.D.
REV. EDMUND A. BURNHAM, D.D.	REV. FRANK R. SHIPMAN
REV. MARKHAM W. STACKPOLE	MISS VRYLING BUFFUM
REV. CHARLES W. HENRY	REV. F. A. WILSON, D.D.
MISS MARY CARPENTER	REV. GEORGE AVERY NEELD
MRS. OTIS CARY	REV. JOHN X. MILLER
REV. S. C. BEANE	REV. CHARLES H. CUTLER, D.D.
	REV. NEHEMIAH BOYNTON, D.D.

## COMMENCEMENT SPEAKERS

BACCALAUREATE SERMON	June 10, 1928
REVEREND SIDNEY LOVETT of Mount Vernon Church, Boston	
COMMENCEMENT ADDRESS	June 12, 1928
PROFESSOR GEORGE HENRY NETTLETON, Litt.D., of Yale University	

## ABBOT ACADEMY

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On May 6, 1829, Abbot Academy first opened its doors to students. It was a pioneer in education for women. Founded by the citizens of Andover, with far-sighted wisdom for others beside their own daughters, it was the earliest incorporated school for girls in New England. From its opening, pupils from beyond the immediate vicinity took advantage of the unusual training offered, relatively as important as the college education of today.

In the one hundred years since its foundation, young women have gone forth, year by year, to fill positions of responsibility and leadership. In this, its one hundred and first year, the old school stands, strong and vigorous, offering to its students richer opportunities and abler instruction than ever before. Moreover, the quality of the students who seek this instruction is equal to that of the earlier generations. Daughters, grand-daughters, even great-grand-daughters of Abbot graduates turn to the Academy for their preparation for life.

The school rejoices in a century of achievement: it takes pride in the traditions of a noble past; but it does not rest in them. Holding fast to what is good in the old, it is in touch with the best in the "New Education," and enters with eagerness upon a second century of expanding life.

## HISTORY

The school has a rich heritage in its history and traditions. Men and women of earnest purpose, working devotedly to uphold the dignity and nobility of educational

ideals, have wrought their very lives into the fabric of the institution. The early trustees, men of weight in the community, of intellectual and practical wisdom, laid foundations broad and deep. In the constitution which they drew up, their high purpose was clearly stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character for an immortal destiny". Able and respected men and women, many of them of wide reputation, have nobly kept up the succession, generously giving their serious consideration to the larger policies of the school.

In the more intimate relation of teacher, fine minds and strong, true characters have left their impress on hundreds of girls, with a resulting cumulative influence for good impossible to measure.

During the middle period of its history, the long administration of Miss Philena McKeen, 1859-1892, the school became widely known and honored. The later period has been one of expansion and development, materially and educationally speaking. The plant has been enlarged by additional buildings and more adequate equipment, the teaching force has grown and the curriculum has been broadened as the times have required. One such natural change was the introduction, about 1900, of the college preparatory work, which has attracted an increasing number of students. At the same time, the thorough and advanced training of young women, through cultural and practical studies, in the academic course, remains the basic purpose of the school.

In the early days, Abbot Academy girls became for the most part teachers, or wives of ministers and doctors, the educated men of the period. Today, in natural consequence of advanced study in collegiate and technical institutions, they ably fill positions of many kinds, — practical, professional, administrative. Though their ability has thus found more varied forms of expression, yet the same spirit of earnest devotion to the real values of life is manifest. A great element of strength in the school today is the assurance of the affection and loyal interest of this body of

women, scattered as they are in places of influence all over the world.

## LOCATION AND SURROUNDINGS

Andover was among the first New England settlements. Years of dignified and gracious living are registered in the substantial and attractive Colonial homes throughout this region. With the establishment of Phillips Academy during the Revolutionary war, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary, and Abbot Academy were founded. All these schools attracted to the town those who cared for culture and education.

Even in picturesque New England, the location is singularly attractive. From its hill-top, one looks out over the Merrimack valley to Monadnock and Wachusett, in the glow of the radiant sunsets for which this region is famed. The rolling hills on every hand hold in their hollows charming lakes. Excellent roads lead to the mountains on the north, to the North Shore, near at hand, and to Boston on the south, which is within twenty-three miles by the Boston and Maine railroad. The opportunities of Boston are easily available for concerts, lectures, plays, and for visits to museums, art galleries and libraries. The broad streets of the village with their arching trees, the simple, dignified homes, the busy valley with its wheels always turning, the woods and hills and lakes have an enduring influence on the young girls who work and play and dream here through the years of school life.

The town is well-ordered. It has a pure and abundant water supply, adequate fire protection, excellent public schools, and strong, well-supported churches.

The school grounds are twenty-three acres in extent, with well-kept lawns, walks and gardens. They include a beautiful grove, and afford ample space for outdoor sports.

A lot near the campus, well adapted for winter sports has been purchased recently. This permits an adequate skating pond. The toboggan slide has been set up here, and the long slopes are suitable for coasting and skiing.



## EQUIPMENT

Abbot Academy is distinguished, even among the well-established schools of the vicinity, for its notable equipment. Its larger buildings are substantially constructed of brick and are specially planned for their present uses. All buildings are lighted by electricity, and almost all of them are heated from a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, the Alumnae Office, and laboratories for Physics, Chemistry, Biology and Geology, and Household Science. The laboratories are roomy and generously supplied with apparatus.

DRAPER HALL, first used in 1890, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains Art Studios on the fourth floor, Music Studios on the third, a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.



McKEEN MEMORIAL HALL was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. This is the main recitation building and contains numerous large and well-equipped class-rooms, and a study hall for the use of day students. An audience room and gymnasium of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, is known as Davis Hall. This hall contains an organ, presented to the school in 1912 by Mrs. Dorothy Davis Rimmer, a granddaughter of Mr. George L. Davis. A later gift of Mrs. Rimmer made possible the enlargement of the organ. During the summer of 1926, it was entirely rebuilt and greatly augmented. It has now three manuals and comprises thirty-four speaking stops, including the harp and chimes. Below the gymnasium are shower-baths with dressing-rooms and lockers. There are also offices for physical examinations and corrective work. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

THE JOHN-ESTHER ART GALLERY, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, completed in 1914, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honor of the late Mrs. John Phelps Taylor of Andover, a warm friend and benefactor of the school.

THREE ATTRACTIVE COTTAGES are used as residence houses for students. Sherman Cottage, opened in 1915, and the Draper Homestead and Sunset Lodge, opened in 1918-19, have places for thirty-six students. These houses are all conveniently near to Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

THE SCHOOL LAUNDRY is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also offers space for storage.

## L I B R A R Y

The Academy Library, of over eight thousand volumes, is well equipped with books for the study of English, French, German and Spanish literature, history, biography, and social science, philosophy, religion, natural science and art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of books on Biblical history and literature. There is an excellent working collection of reference books. New books are added each year to every department. The reading-room of the library is supplied with the important American and foreign periodicals and New York and Boston daily papers.

As a requirement for all English classes, a graded course in instruction in the use of the Library is given each year. Through the informal lectures, held in the Library, and the problems which are subsequently worked out, the students learn to find material for research or for outside reading, and become familiar with the card catalogue and the classification system, with the Reader's Guide to Periodical Literature, and with the contents of the various magazines.

## LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

## CONCERTS

A series of concerts is given each year by visiting artists in Davis Hall. One or more of these is usually devoted to orchestral or chamber music.

The Academy is fortunate in having on its staff artists of distinction. A series of solo and joint recitals by the faculty of the Music Department is an important part of the year's program. These concerts give the students an opportunity to hear the great compositions written for instruments and voice.

In addition to these occasions at the school, there are frequent opportunities to hear distinguished artists in the town of Andover as well as in Boston. Season tickets for reserved seats at the Friday afternoon concerts of the Boston Symphony Orchestra are purchased by the school for the use of those desiring them.

## ART EXHIBITIONS

Exhibitions of paintings, etchings, prints and other works of art are held from time to time in the John-Esther Art Gallery. These are open to the public as well as to the school.

These have included recently: an exhibition of fifteen Old Masters, from the Metropolitan Museum of Fine Arts, New York and an exhibition of thirty-five paintings by Gertrude Fiske.

These, in addition to the considerable number of paintings, photographs, prints and slides belonging to the School, give the members of the school opportunity to become familiar with the important work of notable artists.

## EXCURSIONS

Andover is situated in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem, Marblehead and Plymouth, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

## HEALTH

Success in living depends to a great degree on right health habits. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse is in residence and has constant oversight over the health of the students. Skillful physicians are close at hand, and are quickly available in case of need.

The Antoinette Hall Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

*It is earnestly requested that no eatables except fresh fruit be sent to students at any time except by special permission previously obtained from the Principal. Thanksgiving boxes are not permitted.*

## DRESS

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable.

They are frequently required to be in white for special occasions and members of the Choir wear white when the Choir sings. Each girl, therefore must be provided with at least one simple white gown. This may consist of a serge or flannel skirt with a suitable blouse. She should also have a white sweater. Washable gowns may be worn for school during warm weather. Afternoon gowns, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must be modestly cut, and sleeves must come at least to the elbow. Middy "sport" blouses are used for sports only. A tailored suit or one-piece gown is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. Fur coats should not be worn for school or ordinary exercise. A heavy sweater is useful for sports. Proper walking-shoes with broad, low heels, must be supplied for ordinary wear, and warm stockings must be worn during cold weather. Silk stockings are unsuitable for school wear. High heels may not be worn. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

## STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, washstand with separate toilet-set for each girl, a small writing-table, two straight chairs, and a bookcase. It is necessary



to provide floor covering. Many students wish to supply a desk and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, wash-stand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six table napkins, six sheets, six pillow-cases (20 x 32 inches) and extra blankets. A counterpane and one pair of blankets are furnished by the school. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with woven or printed name-tapes bearing her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it*. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for registration, except by special arrangement. They are



expected to remain at the school until after the Commencement Exercises.

No requests should be made for leave of absence immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory. Leave of absence is not given for dances.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will be granted only for illness or some important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

## SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to

cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. A balance of at least five dollars must be left in the bank to each student's credit over the short vacations. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel. Parents are urged to cooperate with the school in this matter, and to supervise their daughters' expenditures.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at church service on Sunday morning is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, or by out-of-town speakers. The speakers at these services are men and women of wide outlook and vital appeal, and their influence upon the students is strong and lasting.

## THE ABBOT ACADEMY CHRISTIAN ASSOCIATION

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence in the religious life of the school. Through it, the greater part of the benevolent work of the school is carried on. The students are interested in educational work in our

own land and in other lands. Gifts are made yearly to the Hindman School in Kentucky, to Hampton Institute, to the Andover Guild, and to Country Week. Generous gifts have also been made to the Student Friendship Fund, to the education in this country of Serbian students, and to other causes. In recent years a delegation has been sent annually to the Young Women's Conference at Northfield. Devotional meetings are held each week. The Christian Association has also a responsibility for the social life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship among the students.

## ABBOT ATHLETIC ASSOCIATION

The Athletic Association is an important factor in the school. Its purpose is to further interest in athletic activities as a means of promoting the physical efficiency and good sportsmanship of the whole student body. Every student becomes a member of this association and has a voice in its administration.

Under the Athletic Association, sports are organized and contests are held. The school is divided into two clubs, "the Gargoyles" and "the Griffins", which compete in all major and minor sports. At the end of the year an award is given to the club winning the greater number of points.

Throughout the year, there is as much out-of-door work as possible. A tennis tournament and contests in basketball, field hockey, track, volley ball, archery, and baseball are held. It is usually possible to have horseback riding and the sport is much enjoyed. Tobogganing, skating, coasting, snow-shoeing, and skiing are favorite winter sports. Each student is required to register for some form of vigorous athletic work, unless advised otherwise by a physician.

A list of thirty-three attractive walks in the vicinity of Andover has been prepared. For the completion of twenty-three of these walks as well as for accomplishment in all of the other sports, athletic points are given. Awards are given to individuals winning the required number of points.

A field day is held annually in the fall with Bradford Academy, at which there are contests between school teams in all the principal sports. This is held alternately at Andover and at Bradford, and is the occasion for much good fellowship between the two schools.

## SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent cooperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student proves untrustworthy, it seems more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school may be severed, even though there is no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## SOCIETIES

### "ODEON"

The Odeon Society is composed of twelve students, chosen from those members of the school who have shown

special interest and ability in the study of literature and in literary expression. The object of its members is to become more familiar with the work of writers of distinction, and to develop power of expression through papers written for the society.

#### "Q. E. D."

"Q. E. D." is the name of a society composed of twelve students, chosen from those members of the school who have shown special interest in history, politics and current events. Its object is, through reading and through discussion of current events, to develop understanding of world affairs, ability to speak to a point, and courage to defend an opinion.

#### "A. D. S."

The Abbot Dramatic Society is a group of twelve students, who are specially interested in dramatic interpretation. Its members study and present plays, classic and modern.

#### "PHILOMATHEIA"

Philomatheia is composed of students whose major interest is in scientific subjects. They follow the progress of scientific research, and share with the school information of importance concerning the advance of science. This society also has twelve members.

#### "LES BEAUX ARTS"

The group of girls in this society has art as a special interest. They propose for themselves the object: to discover what in a masterpiece makes it a work of art. An open meeting is held at some time during the year to share the results of their work with the school.

#### ÆOLIAN SOCIETY

The students in this group are especially interested in music. At intervals, the results of their work are presented to the school, usually as recitals.



New members of these organizations are elected by the societies from lists recommended by the faculty. Each society has a faculty adviser.

It is the object of each society to increase interest in its chosen line of work, not only among its members, but throughout the school.

### "COURANT" AND "CIRCLE"

"The Abbot Courant" is the school magazine, published in January and June. "The Abbot Circle" is the Senior annual. Courant and Circle Boards are chosen from members of the school recommended for their ability in written English. They edit and direct the publication of these periodicals.

### "FIDELIO"

The Fidelio Society is the school choir. Its members are chosen by the Director of Music from the best qualified students for the purpose of studying choral music and part singing. This society sings at special services and occasions throughout the year, and at Commencement time.

### THE "A" SOCIETY

The "A" Society is an organization composed of all students to whom "A's" have been awarded. "A's" are of two classes: "Athletic A's" and "Honor A's."

"Athletic A's" are awarded to students who have won at least two hundred athletic points. These students must have a satisfactory attitude toward their work, and must show by good conduct and coöperation that they stand for high standards of school life. "Athletic A's" are awarded by the combined vote of the Athletic Council and the Faculty.

The "Honor A" is the highest honor awarded by the school. It is given to those students who have taken part with good spirit in athletics, who have worked faithfully and have maintained a good scholastic average, and who



have shown qualities of character and of leadership which promise to make them in later years worthy representatives of Abbot Academy.

"Honor A's" are awarded to students by the combined vote of the Representative Committee of Student Council and of the Faculty.

#### CUM LAUDE SOCIETY

A chapter of the "Cum Laude" Society has recently been formed at the Academy. This Society bears the same relation to the secondary schools that Phi Beta Kappa bears to the Colleges. It is hoped that through this recognition of scholastic ability, scholarship may be further encouraged.

#### HOTEL ACCOMMODATIONS

The Phillips Inn, Chapel Street, Andover, and Shawsheen Manor, Shawsheen Village, Andover, offer comfortable accommodations for visitors. Rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

# COURSE OF STUDY

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## ADMISSION

For admission to the Academy, English grammar, geography, arithmetic and United States history must have been completed as required for entrance to high school. The regular course requires five years, but more time may be needed if extra time is given to music, or drawing and painting. With the approval of the Principal, pupils may enter classes as they are prepared for them.

Inasmuch as the work of the school has been handicapped by notable deficiencies in the elementary work of students, all entering students will be examined on the elements of arithmetic, including common and decimal fractions, the elements of English grammar, spelling and hand-writing. Students who are deficient in these fundamentals must be tutored at regular rates. Regents' examinations will be accepted as evidence of the completion of grammar school work, without further tests.

In general, credentials from other schools will be accepted for high school work. Students must be examined for admission to the senior class, and to classes in modern language. Candidates for admission to the Academic senior class must be examined in English and English literature, in physics or chemistry and in one foreign language. Candidates for admission to the College Preparatory senior class must present evidence of satisfactory work during the earlier years of their course, and must be examined on subjects which they wish to continue during the last year of the course. Their applications will be received only with the understanding that, if they fail to pass these examinations, more than one year must be allowed for the completion of college preparation. Students who are to take examinations should present themselves at the Academy on

the day before the regular registration day. Preliminary College Board entrance examinations may be accepted instead of examinations given by the school.

Only a limited number of new students will be permitted to enter the last year of college preparatory work. Students must accept our requirements for college preparation.

## APPLICATION

The application and credential blanks in the back of the circular should be filled in, signed, and sent to the Principal. At the same time, letters of recommendation should be sent to the school by the principal of the school last attended and by the pastor of the church attended by the applicant. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

## ACADEMIC COURSE

The Academic Course provides thorough general training.

Not less than nineteen units of work must be completed in this course. These must include English I, II, III, English Literature and English IV, General Literature and English V, four years of foreign language, including Latin I and II, Algebra, Plane Geometry, English History, Ancient History, General Science, Biology, either Physics or Chemistry, Philosophy, Modern European History, one-half unit, and History of Art, one-half unit. In addition to these, students are required to take Choral Music, and Physical Training during each year of the course, Bible each year except the first, and at least two years of work in Art and in Reading and Speaking, and one year of Musical Appreciation.

## TWO-YEAR ADVANCED COURSE

Graduates of accredited secondary schools will be received for two years of advanced work. Satisfactory evidence must be presented of ability to pursue the courses chosen.

Fifteen units of work must be presented for entrance, including four years of English, four years of foreign language, two of which must be Latin, one year of Algebra, one year of Plane Geometry, one year of Science, with laboratory work, and one year of History. If any of these subjects have been omitted from the earlier course they may be included in the advanced work, if satisfactory equivalents are presented for entrance.

Not less than seventeen periods a week of prepared work must be taken during each year of this course. The following subjects are required:

English Literature, including one period a week of English Composition;

General Literature, including one period a week of English Composition;

Philosophy: Psychology, Ethics and Theism; Bible;

History of Art (History of Music may be substituted for the Music Certificate);

Modern European History;

Physics or Chemistry.

If any of the above subjects have been satisfactorily covered in the earlier work they need not be repeated.

The remaining subjects may be chosen from the following electives:

Foreign Language: Latin, French, German, Spanish;

Science: Physics, Chemistry, Astronomy (one-half unit), Geology (one-half unit), Survey of Science (one-half unit);

History: Ancient, Mediaeval, American; Current History, (one-half unit);

Masters of English Prose, (one-half unit);

Household Science I and II;

Music History, Music Theory.

Unusual opportunities are offered for both elementary and advanced work in art, music, and spoken English. Superior work in art or music may be given credit by vote of the Faculty.

A group of music electives, including history of music, ear training, and theory and composition, is offered, which, in connection with two years of technical study in instrument or voice, entitles a student to a certificate in music, provided she has also successfully completed the other work required for the diploma. These electives are open only to students in the Two-Year Advanced Course and in the senior middle and senior years of the Academic Course.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

No student will be promoted if her yearly average falls below C in more than two subjects during any year of her course. A senior whose yearly average falls below C in more than two subjects will not receive the diploma of the school.

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all colleges for women.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in the fifteen points required for college entrance, or to recommend for examination in the fifteen points required for college entrance by the leading women's colleges. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.



No certificate will be given for work not done at Abbot Academy, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

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In addition to the prepared work every student is required to take choral music, musical appreciation and physical education.

The school has for several years given Intelligence Tests. In 1928-29, the Otis Group Intelligence Test and the Terman Test were used. The Haggerty Reading Test has also been given. Through the results of these tests, it is possible to recognize early in the year the student of superior ability and to hold her to a high standard of scholarship; and, on the other hand, it is possible to meet intelligently the needs of the slower student and to furnish her such assistance as she may require.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

A diploma will not be given for one year's work in the school except in the case of excellence in scholarship.



# STUDY PROGRAM

## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Reading and Speaking	(1)
Latin I	(5)	Art	(1)
Algebra I	(5)	Chorus Singing	(1)
General Science	(3)	Musical Appreciation	(1)
		Physical Education	(2)

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Chorus Singing	(1)
Latin II A or B	(5)	Musical Appreciation	(1)
Geometry	(4)	Reading and Speaking	(1)
English History	(4)	Art	(1)
		Physical Education	(2)
		Bible I	(1)

## JUNIOR MIDDLE YEAR

### ACADEMIC

### COLLEGE PREPARATORY

English III	(4)	English III	(4)
French, German, Spanish or Latin	(5)	Latin III	(5)
Biology	(4)	French, German or Spanish	(5)
Ancient History	(4)	Ancient History	(4)
Bible II	(1)	Algebra II	(2)
Art	(1)	Bible II	(1)
Reading and Speaking	(1)	Art	(1)
Chorus Singing	(1)	Reading and Speaking	(1)
Musical Appreciation	(1)	Chorus Singing	(1)
Physical Education	(2)	Musical Appreciation	(1)
		Physical Education	(2)

## SENIOR MIDDLE YEAR

### ACADEMIC AND TWO-YEAR COURSE

### COLLEGE PREPARATORY COURSE

#### *Required Courses*

English IV	(1)	College English I	(4)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(4)	French, German or Spanish	(5)
Laboratory	(4)	Bible III	(1)
French, German or Spanish	(5)	Chorus Singing	(1)
Bible III	(1)	Musical Appreciation	(1)
Chorus Singing	(1)	Physical Education	(2)
Musical Appreciation	(1)		
Physical Education	(2)		

## ACADEMIC AND TWO-YEAR COURSE

*Elective Courses*

History:	
American or Mediaeval	(4)
Science:	
Astronomy, 1st semester	(4)
Geology, 2nd semester	(4)
Survey of Science	(2)
Household Science	(2)
Laboratory	(2)
Art	(1)
Reading and Speaking	(1)
History of Music	(2)
Theory of Music	(3)

## COLLEGE PREPARATORY COURSE

*Elective Courses*

History	(4)
Physics	(4)
Laboratory	(4)

## SENIOR YEAR

## ACADEMIC AND TWO-YEAR COURSE

*Required Courses*

English V	(1)
General Literature	(3)
Philosophy	(4)
Psychology (1st semester)	
Ethics	
Theism	(2nd semester)
Modern European History	(2)
History of Art	(2)
Bible	(1)
Chorus Singing	(1)

*Elective*

Literature — Masters of English	
Prose	(2)
Language:	
Latin	(5)
French	
German	
Spanish	
History:	
American	(4)
Mediaeval	(4)
Current History	(2)
Science:	
Astronomy (1st semester)	(4)
Geology (2nd semester)	(4)
Survey of Science	(2)
Household Science I or II	(2)
Laboratory	(2)
History of Music	(2)
Theory of Music	(3)

## COLLEGE PREPARATORY

College English II	(4)
Review Mathematics	(5)
Latin V	(5)
French, German, Spanish	(5)
or History	(4)
or Physics	(4)
with laboratory	(4)

## DEPARTMENTS

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*The courses of study are described as offered during the year 1928-1929. They are subject to change.*

### ENGLISH

Instruction in written and spoken English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write effectively; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

*Word Study.*

*Grammar* — Davis, "Practical Exercises in English".

*Composition* — Weekly themes, oral and written; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "High School English".

*Literature* — Selected readings. In 1928-1929 these included Scott, "Ivanhoe", and "The Lady of the Lake"; Shakespeare, "The Merchant of Venice"; Cooper, "The Spy"; Kipling, "Seven Seas"; "The Song of Roland". Baldwin, "Stories of Siegfried".

ENGLISH II. 4 periods a week.

*Grammar and Rhetoric* — Ward, "Junior English Grammar". Davis, "Practical Exercises in English", second series.

*Composition* — Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

*Literature* — Selected readings. In 1928-1929, these included: Shakespeare, "Twelfth Night"; Irving, "Old Christmas"; Addison, "The Sir Roger de Coverley Papers"; Scottish and English Ballads; Scott, "The Talisman";

Poe, "Short Stories"; Barrie, "Margaret Ogilvy"; George Eliot, "Silas Marner"; Hawthorne, "House of Seven Gables"; Tennyson, "The Idylls of the King". Book reports on books in Abbot Book List.

### ENGLISH III. 4 periods a week.

#### *Grammar.*

*Composition* — Paragraph-structure, construction of the theme, versification. Weekly long themes. Reports of current events. Greever and Jones, "Century Handbook of Writing".

*Literature* — Selected readings. In 1928-1929, these included: Shakespeare, "Richard II"; Gayley, "Classic Myths"; Palmer, Translation of "The Odyssey"; Tennyson, Poems based on Greek Legends; Arnold, "Sohrab and Rustum"; Stevenson, "Inland Voyage" and "Travels with a Donkey"; Lockhart's "Life of Scott"; Scott, "Rob Roy"; one of the novels of Dickens; Representative Modern Poetry; Two Modern Plays. Book reports on books in Abbot Book List.

### ENGLISH IV.

#### *Literature* — 4 periods a week.

Historical and critical study of English Literature, based on Long's "History of English Literature", and the reading of typical masterpieces of the successive periods.

*Composition* — 1 period a week. Themes, oral and written, criticism, versification. Cook, "Craft of Writing"; Précis Writing.

### ENGLISH V.

#### *Literature* — 3 periods a week.

A course in general literature, based on the study of representative classics of the world (in translation). Richardson and Owen, "Literature of the World"; Matthews, "Chief European Dramatists"; Palmer, "Odyssey of Homer"; Dante, "Vision"; Goethe, "Faust"; Novels, Poems, Plays, and Essays of the Nineteenth and Twentieth Centuries.

*Composition* — 1 period a week. Themes, oral and written, and study of written structures — the Poem, the Essay, the Novel, the Play. Greenough and Hersey, "English Composition"; "Précis Writing".

MASTERS OF ENGLISH PROSE.—One year, two periods a week.

A course open to advanced students only, offering an intensive and critical study of the best work of English and American prose writers.

#### COLLEGE PREPARATORY.

A special college preparatory course in English is given in the Senior Middle and Senior years, following the first three years' work in English. This course is based on the requirement in English adopted by the Commission of New England Colleges. Students are prepared for the comprehensive form of examination.

*College English I*—4 periods a week.

Study of sentence and paragraph structure, outlining, précis-writing.

*Spelling, Punctuation* — Lester, "Spelling Review".

*Composition* — Weekly or bi-weekly themes. Original themes. Exposition and simple argumentation. Source themes on Chaucer's England, Elizabethan England and Eighteenth Century England. Paraphrasing and memorizing poetry. Book reports, oral and written. Thurber, "Précis writing for American Schools".

*Summary of English Literature* — Hitchcock, "Rhetoric and the Study of Literature".

Books studied: Chaucer, "Prologue", "Knight's Tale", "Nun's Priest's Tale"; Shakespeare, "Macbeth" (careful study); Bacon, "Essays"; Spenser, "Faery Queene", Book 1; Milton, "Paradise Lost", Books 1 and 2, "Minor Poems"; "Golden Treasury", Parts of Books 1, 2 and 3; Thackeray, "English Humorists"; Macaulay, "Dr. Johnson", "Clive"; Lincoln, "Speeches"; Carl Sandburg, "Smoke and Steel"; Amy Lowell, "Pictures of the Floating World"; Scott, "Quentin Durward"; Jane

Austen, "Pride and Prejudice"; Charlotte Brontë, "Jane Eyre"; Emily Brontë, "Wuthering Heights"; Thackeray, "Vanity Fair".

## COLLEGE ENGLISH II.

*Composition* — Paraphrasing, exposition, one long argument, outlining: Carlyle, "Essay on Burns"; Phillips, Crane and Byers, "Models and Values".

Textbooks for reference: Hitchcock, "Rhetoric and the Study of Literature"; Thurber, "Précis Writing for American Schools".

Books studied: Shakespeare, "Hamlet", "Othello"; Sophocles, "Œdipus Rex"; Aeschylus, "Agamemnon"; Sheridan, "School for Scandal"; Three modern plays; Fuess, "Selected Essays"; Burns, "Songs"; Golden Treasury, Book IV, Wordsworth, Keats and Shelley; Arnold, "Wordsworth", "Keats"; Browning, Selected Poems; Two modern poets; Eastman, "Enjoyment of Poetry"; Scott, "Guy Mannering"; Thackeray, "Henry Esmond"; Conrad, "Typhoon"; Hardy, "The Return of the Native".

## L A T I N

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write accurate Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

LATIN I. 5 periods a week.

*Grammar* — Collar and Daniell, "First Year Latin".

LATIN II A. College Preparatory. 5 periods a week.

*Reading* — Caesar, 4 books or equivalent. Beeson and Scott, "New Second Latin Book". Selections from Ovid and Nepos.

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".

*Vocabulary* — S. Dwight Arms, "Latin Dictionary" (550 words).



LATIN II B. Academic. 5 periods a week.

*Reading* — Sanford and Scott, "Junior Latin Reader".

*Reading* — Caesar, one term.

*Grammar* — Allen and Greenough, "Latin Grammar".  
Regents' Questions and Answers.

LATIN III. For students devoting five years to college preparation. 5 periods a week.

*Reading*—Selections from Cicero. Tunstall, "Eleven Orations".

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".  
Regents' Questions and Answers.

LATIN IV. 5 periods a week.

*Reading*—Cicero, 7 orations or equivalent. Tunstall, "Eleven Orations of Cicero".

*Composition* — Baker and Inglis, "Latin Composition, Part II".

*Grammar* — Allen and Greenough, "Latin Grammar".

LATIN V. 5 periods a week.

Special study of Vergil's "Aeneid", "Bucolics" and "Georgics", as 1930 marks the two thousandth anniversary of the birth of Vergil. Some selections from Ovid's "Metamorphoses", "Fasti" and "Tristia", Frequent translations at sight from both authors.

Reference book: C. M. Gayley, "Classic Myths".

*Composition*—Baker and Inglis, "Latin Composition, Part III". Prose at sight from College Entrance examination papers.

*Grammar* — Allen and Greenough, "Latin Grammar".

## F R E N C H

5 periods a week.

French is largely the language of the class-room, and careful training is given in pronunciation. Additional opportunity for French conversation is offered at the French table.

Frequently, a French play is produced in the spring by members of the department. In 1928 "Les Précieuses Ridicules" of Molière was given.

### FRENCH I.

*A. Grammar*—Greenberg, "First French Book".

*B. Grammar*—Armand, "Grammaire Élémentaire I"; Wooley and Bourdin, "French Reader for Beginners".

*Reading*—Books such as the following are read: Méras and Roth, "Petits Contes de France"; François and Giroud, "Simple French"; Malot, "Sans Famille"; Lavis, "Histoire de France"; Lazare, "Les Plus Jolies Contes de Fées"; Short plays arranged by François.

### FRENCH II.

*Grammar*—Aldrich-Foster-Roulé, "Elementary French".

*Composition*—Clément et Macirone, "Je lis et je parle".

*Reading*—Books such as the following: Victor Hugo, "Les Misérables"; Halévy, "L'Abbé Constantin"; Bernardin de St. Pierre, "Paul et Virginie"; Labiche et Martin, "Le Voyage de Monsieur Perrichon"; Danemarie, "Le Secret de L'Étang Noir"; Maeterlinck, "L'Intruse et Les Aveugles"; Laboulaye, "Contes Bleus"; Dumas, "Les Trois Mousquetaires"; Short Stories from prominent French authors.

### FRENCH III.

*Grammar*—Aldrich-Foster-Roulé, "Elementary French".

*Composition*—Bouvet, "French Syntax and Composition", Part I; Treille and Gay, "Textes Français avec Exercices Pratiques".

*Reading*—Books such as the following: Loti, "Pêcheur d'Islande"; France, "Sylvestre Bonnard", "Le Livre de Mon Ami"; Pailleron, "Le Monde où l'on S'ennui"; Pargment, "La France et Les Français"; Daudet, "Tartarin de Tarascon", "Lettres de Mon Moulin"; Bordeaux, "La Peur de Vivre"; Maeterlinck, "L'Oiseau Bleu"; LaFontaine, "Fables"; short stories by Mérimée, Maupassant, Coppée, de Musset, etc.

"Le Petit Journal" gives practice in reading current French.

## FRENCH IV. ACADEMIC.

This course is conducted wholly in French and is open only to those of excellent attainment.

Review of Syntax, in French. Bouvet, "French Syntax", Part II. Composition based on Texts read.

Study of French literature from its origin to the 18th Century with readings from the following authors: Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, etc. In the modern field, such authors as the following are read: Hugo, Sand, de Musset, Gautier, France, de Maupassant, Coppée, Hémon, Rostand, Pérochon, and poets represented in "The Hundred Best French Lyrics".

## GERMAN

5 periods a week.

German is, so far as is practicable, the language of the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. Further practice in German conversation may be had at the German table. A German play is occasionally given. In 1928-9 Wilhelm's, "Einermuss Heirathen" was produced by members of the second year class.

### GERMAN I.

*Grammar and Reader*—Mosher, "Lern-und-Lesebuch". Pope, "German Reader for Beginners".

*Reading*—Books such as the following: Müller, "Glück Auf"; Storm, "Immensee". Songs and Poems.

### GERMAN II.

*Composition and Reader*—Whitney and Stroebe, "Easy German Composition"; Gronow, "Geschichte und Sage".

*Reading*—Texts such as the following: Baumbach, "Sommermärchen"; Gerstäcker, "Germelshausen"; Heyse, "L'Arrabbiata"; von Hillern, "Höher als die Kirche"; Fulda, "Unter vier Augen"; Benedix, "Der Prozess", "Günstige

Vorzeichen"; German Lyrics, Ballads and Songs. For contemporary literature, Diamond and Uhlendorf, "Mitten im Leben", "Das Deutsche Echo".

In the second year, special attention is given to German geography, and to the regions and cities in Germany which are of interest to the traveller.

### GERMAN III.

*Composition* — Whitney and Stroebe, "Easy German Composition".

*Reading* — Books such as the following: Werner-Spanhoofd, "Aus Vergangener Zeit"; Whitney and Stroebe, "Geschichte der Deutschen Literatur"; Riehl, "Burg Neideck"; Freytag, "Die Journalisten"; Baumbach, "Der Schwiegersohn"; Sudermann, "Frau Sorge"; Carl Schurz, "Lebenserinnerungen"; Lessing, "Minna von Barnhelm"; Schiller, "Wilhelm Tell"; "Jungfrau von Orleans"; "Das Lied von der Glocke"; Goethe, "Hermann und Dorothea"; German Lyrics and Ballads.

## SPANISH

5 periods a week.

Spanish is used largely in conducting recitations and conversation is introduced so that students quickly understand the spoken language. There is practice in taking dictation.

The memorizing of good Spanish is considered highly important, and occasionally, in addition to the learning of proverbs, poems and songs, a play is presented in Spanish. Martinez Sierra's "El Palacio Verde", and Moratin's "El Si de las Niñas", have been given recently.

### SPANISH I.

*Grammar and Composition*—Wilkins, "New First Spanish Book".

Reading, with composition and conversation based upon the text. Books such as the following are read: Carrión y Aza, "Zaragüeta"; Valera, "El Pájaro Verde".

## SPANISH II.

*Grammar and Composition* — Wilkins, "New Second Spanish Book".

*Reading* — Books such as the following are read: Altamirano, "La Navidad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela"; Moratín, "El Sí de las Niñas"; Valdés, "La Hermana San Sulpicio".

## SPANISH III.

*Composition* — Seneca, "Spanish Conversation and Composition"; Wilkins, "Elementary Spanish Prose".

*Reading* — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Cervantes, "Don Quixote", selections; Alarcón, "Novelas Cortas".

## HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I. 4 periods a week.

English History. Cheyney, "Short History of England".

HISTORY II. 4 periods a week.

Ancient History. West, "Ancient World". Meets college entrance requirements.

HISTORY III. 4 periods a week.

American History and Civics. Muzzey, "History of the American People"; Matthews, "Essentials of American

Government"; McKinley, "Illustrated Historical Topics". Meets college entrance requirements.

HISTORY IV. 4 periods a week.

Mediaeval History. Robinson, "Middle Period of European History".

HISTORY V. 2 periods a week.

Modern and Contemporary European History. Schapiro, "Modern and Contemporary European History", "Civilization in Europe". Emphasis is laid on social and economic as well as political matters, especially as they explain present-day world problems. Map work, outlining and making of charts is required.

HISTORY OF FINE ARTS. 2 periods a week.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-books and reference work. Fletcher, "History of Architecture"; Gardner, "History of Art".

HISTORY OF MUSIC.

See "Music Courses" p. 45.

CURRENT EVENTS. 2 periods a week.

The object of this course is to train the judgment of the students and to help them to take an intelligent and responsible interest in the affairs of their own country and of the world.

Newspapers, periodicals and library reference books are used.

In 1928-29, "Poverty and Waste" by Hartley Withers, Siegfried "America Comes of Age", Lawton, "The Russian Revolution", and Etherton, "The Crisis in China" were studied.



## MATHEMATICS

All students are required to complete a year's work in Elementary Algebra, and a year's work in Plane Geometry.

College Preparatory students take additional work in Algebra before taking up the work of the Senior year.

A review of both Algebra and Geometry, completing the college requirement, is given in the Senior year.

FIRST YEAR. 5 periods.

Algebra. Durell and Arnold, "Elements of Algebra".

SECOND YEAR. 4 periods.

Geometry. Durell and Arnold, "Plane Geometry".

THIRD YEAR. 2 periods.

Algebra. Wentworth and Smith, "School Algebra", Part II.

FOURTH YEAR. 5 periods.

Algebra. Longley and Marsh, "Algebra"; Rivenburg, "A Review of Algebra"; McCurdy and Tower, "Exercises in Algebra"; Bartlett-Creelman, "Algebra Review Exercises."

Geometry. Schultze-Sevenoak-Schuyler; also, Globe Outline Series, "Plane Geometry"; Newton-Lynde, "Exercises in Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratories are equipped for individual work; the library is well supplied with reference books, and text-books are supplemented by collateral reading and informal lectures.

GENERAL SCIENCE. 3 periods a week.

A brief introduction to the natural sciences. The aim of this course is to give some acquaintance with simple facts and principles of natural science and to arouse interest in scientific phenomena of every-day life.

BIOLOGY. 5 periods a week.

*First Semester* — A general introduction to animal morphology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of some typical forms of animal life.

*Second Semester* — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course, emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

ASTRONOMY. 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a five-inch Alvan Clark telescope, equatorially mounted.

GEOLOGY. 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Laboratory work and field study of river, glacier, and seashore phenomena.

CHEMISTRY. 8 periods a week including laboratory work.

A study of the more important elements and their compounds, and of the theories and laws underlying simple

chemical processes, with practice in the solution of problems; individual laboratory work under the supervision of the teacher, including some experiments of a quantitative nature.

Throughout the course, emphasis is placed upon the practical applications of chemistry.

This course meets the college entrance requirements.

**PHYSICS.** 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, and electricity.

Emphasis upon the practical application of principles; practice in solution of problems; lecture table demonstrations, and at least thirty-five experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

**SURVEY OF SCIENCE**, for advanced students only. 2 periods a week.

The development of scientific ideas from the time of Aristotle, with emphasis upon the discoveries and inventions of recent times and their effect upon industrial and social life. The object of the course is to rouse general interest in the sciences and its value is cultural rather than technical.

## HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

**HOUSEHOLD ECONOMICS I.** 4 periods a week. Senior or Senior Middle year.

*Household Management* — 1 period a week. Housewifery, marketing.

*Dietetics* — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

*Laboratory* — 2 periods a week. Cookery, food experiments.

**HOUSEHOLD ECONOMICS II.** 4 periods a week. Senior year.

*House Building* — 1 period a week. Location, sanitation, planning and furnishing.

*Household Management* — 1 period a week, first semester.  
Division of income. Personal and household accounts.

*Study of Textiles* — 1 period a week, second semester.  
Production, cost, use, care.

*Laboratory* — 2 periods a week. Sanitation, first semester.  
Needlework, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

## PHILOSOPHY

Open only to members of the Senior Class. 4 periods a week.

This course includes the elements of Psychology, Ethics, and Christian Theism. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Troland, "Mystery of Mind"; Dewey and Tufts, "Ethics".

Lectures on Christian Theism by the Rev. Charles H. Cutler, D.D.

## BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

## MUSIC

All students are required to take a one-year course in Musical Appreciation, and one period a week in choral singing. The required appreciation course aims at the development of musical perception and analysis. Typical musical forms are discussed and illustrated at the piano.

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

## MUSIC CERTIFICATE

A group of elective courses covering two years' work is offered to pupils who wish to give more than casual attention to music. These include Theory, History, Ear Training and Appreciation and accompany the technical study of instrument and voice. These electives may be chosen in the Senior Middle and Senior years of the Academic Course. Students who wish to offer Music for college entrance will find the college requirement covered by these courses. Pupils who wish to continue their musical studies after graduation, either in this country or in Europe, will find this work of fundamental value.

A certificate will be given stating that these courses have been satisfactorily completed.

## MUSIC COURSES

HISTORY OF MUSIC. One year, 2 periods a week.

This is a lecture course, profusely illustrated by examples showing the evolution of the art of music.

FUNDAMENTALS OF FORM: Analysis. One year, 2 periods a week.

The language and materials of music; elementary physics of Music.

THEORY, HARMONY, and EAR TRAINING. Two years, 3 periods a week.

Construction of major and minor scales; intervals, chords, melody writing; harmonization, modulation; rhythmic, melodic and harmonic dictation.

In order to be admitted to the elective courses in music, as a candidate for the Music Certificate, the pupil must present evidence of musical ability, and training in the fundamentals of musical technique, such as: ability to play all the major scales; ability to read easy music at sight; ability to play or sing one or two prepared classics of moderate difficulty.

In order to receive the music certificate, the pupil must be able to play satisfactorily: piano or organ—a piece of Bach, movement from a classical sonata, a concert piece of the romantic or modern school, a piece prepared without supervision, and a piece of ordinary difficulty at sight. String players are required to play a movement from a classical sonata, a more modern piece, a piece prepared without supervision, and a piece at sight. In vocal music, the pupil must be able to sing all necessary technical exercises without aid of instrument, one aria from opera or oratorio, a classical or modern song, and a piece at sight.

## CHORAL MUSIC AND RECITALS

Instruction is given all pupils in chorus and hymn singing, and in musical appreciation.

The Fidelio Society offers opportunity for the more advanced study of choral music and part singing.

The Sunday evening service is frequently held in Davis Hall with special choral music. This service is followed by a recital by the director of music, on the beautiful three-manual organ in the auditorium.

Recitals by the music pupils in all departments accustom them to public performance.



## A R T

The object of the art course is the development of the mental and emotional capacities and of the powers of perception and appreciation through personal interest and effort.

One period of work each week is required of all students for at least two years: two periods each week may be taken, one period for elementary drawing and one for elementary design. The elementary drawing course includes composition of line, mass and color, figure drawing, simple lettering, anatomy and perspective as they are required. In the elementary course in design, the training aims at a knowledge of the fundamental principles of design and color and their application. This course involves considerable research work in design as found in nature and in the works of man.

A special class is offered for those who wish to develop some particular branch of art. This course includes charcoal and pencil drawing from life and the antique, and painting in oil from still life and the model. The painting class is open only to those who have completed the charcoal work in a satisfactory manner. Block-printing and costume design are offered. Costume design includes drawing of the figure, research work in the history of costume and its application to present day needs. Sculpture is open to those who would like to specialize in that branch. Individual attention is given each student.

The Course in History of Art, open only to Seniors, (see History, p. 40 ) is an important part of the art training of the school.

Visits are made to the Boston Museum of Fine Arts, the Isabella Gardner Museum, and other collections of interest.

The Studio is large, well lighted and equipped with many casts of the best Greek, Roman and Renaissance sculpture.

There is a permanent collection of works of art in the John-Esther Art Gallery and various loan exhibitions are held there.

There is an extra fee for the Special Class but there is no charge for the regular class work. It is hoped that as many

as possible who wish to enter the Special Class will avail themselves of the opportunities offered in the regular classes.

## S P O K E N E N G L I S H

### FUNDAMENTAL WORK IN VOCAL EXPRESSION.

The purpose of this course is to develop a good speaking voice and to establish ease in platform presentation whether it be in speaking, debating, or the interpretation of literature; to improve the speech and to correct the defects in diction of the pupil. A study is made of the essentials of voice, and the co-ordination of mind, voice and body. Appreciation of literature is sought through oral reading. In class work, both theory and practice are considered. Students are required to take at least two years of this fundamental work.

Textbooks used: "Foundation of Expression" by S. S. Curry. "Classics for Vocal Expression" by S. S. Curry.

PLATFORM ART: Private instruction in public reading.

Principles of interpretation are applied to various forms of literature and the student is trained to think logically and creatively.

### DRAMATIC TRAINING AND PLAY PRODUCTION.

Particular attention is paid to the literary, dramatic and poetic values which are revealed through vocal expression. The great English plays, both classic and modern, are studied and presented, as well as one-act plays of literary and artistic merit.

The Abbot Dramatic Society has for its object the study of dramatic interpretation and play direction. Among the plays presented by the society have been; "The Rising of the Moon" by Lady Gregory, "Tickless Time" by Susan Glaspell, "Jazz and Minuet" by Ruth Giorloff and "Martha's Mourning" by Phoebe Hoffman. Under the direction of the dramatic instructor, the Senior Middle Class presents each year, a group of one-act plays and the Senior Class presents

the most formal play of the year. Among the plays recently produced by these classes have been: "The Old Lady Shows Her Medals" by Barrie, "The Golden Doom" by Dunsany, "The Land of Heart's Desire" by Yeats, "The Knave of Hearts" by Saunders, "Pomander Walk" by Parker, "Prunella" by Lawrence Housman, "She Stoops To Conquer" by Goldsmith and several of Shakespeare's Comedies.

## PHYSICAL EDUCATION

The object of the work is to develop vigorous, graceful and efficient women.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Shower-baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

Physical measurements are made by the Director at the beginning and end of the school year. Medical Examinations are made by the Examining Physician of the school before students are permitted to undertake vigorous athletic work or gymnastics.

Unless in the opinion of a physician it is unwise for her to do so, each student is required to take the regular work in Physical Education, and to register for some form of athletic work.

During the winter and spring, classes in gymnastics, and in rhythmic work meet twice a week. Every student must be enrolled in one or the other line of work.

Special individual corrective and health gymnastics are given to those students who, upon physical examination, are found to have poor posture. Special classes will be formed for those who are not equal to the more vigorous work in physical education, yet who would be benefited by regular, directed exercise.

A course of lectures in Hygiene is given in the fall, by the Physical Director and the Examining Physician, to the whole school.

The Director of Physical Education is in charge of athletics and outdoor sports.

## EXPENSES

Board and Tuition, per year . . . .	\$1400.00
Tuition for Day Scholars . . . . .	450.00
Piano and Organ, per year:	
Two half-hour lessons a week . . . .	200.00
Use of piano, one period daily . . . .	15.00
Use of organ and electric blower, one period daily . . . . .	30.00
Vocal Music, per year:	
Two half-hour lessons a week . . . .	200.00
Violin, per year:	
One hour lesson a week . . . . .	200.00
Violoncello: according to charge of instructor	
Drawing and Painting: special lessons, Two periods a week, per year . . . .	100.00
Vocal Expression: private lessons, one lesson a week, per year . . . . .	100.00
Physical Examination . . . . .	1.00
Tutoring, per hour . . . . .	2.00
Laboratory Fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoology, each . . . . .	2.00
Cooking, and Sewing, according to cost of materials used . . . . .	
School Concerts and Lectures . . . . .	5.00
Pew Rent, per year . . . . .	3.00
Laundry, at current rates	

Payments for board and tuition must be made to the Treasurer as follows: *Boarding Students*: twenty-five dollars (\$25) at the time of registration, for reservation of place; eight hundred and twenty-five dollars (\$825) in September, at the time of entrance; and five hundred and fifty dollars (\$550) on February first. *Day Students*: twenty-five dollars (\$25) at the time of registration, for reservation of place; two hundred and twenty-five (\$225) in September, at the time of entrance; and two hundred dollars (\$200) on February first. The fee for reservation of place is forfeited if the

place is not taken. Bills for Art and Music are payable one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and *no deduction is made for late entrance, absence or removal* before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of at least fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 17). This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty-eight Thousand Dollars.

The Emma G. Easton Scholarship . . . .	\$1000
The Brewster Scholarship . . . .	1000
The French Scholarship . . . .	1000
The New Hampshire Scholarship . . . .	1000
The Draper Scholarship . . . .	1000
The Minnie E. Lewis Scholarship . . . .	1000
The Abby W. Boyd Scholarship . . . .	1000
The Rice Scholarship . . . .	1000
The Rufus S. Frost Scholarship . . . .	1000
The Nancy J. Haseltine Scholarship . . . .	2000
The Mary A. Richards Scholarship . . . .	400
The Faith Scholarship . . . .	700
The Phebe Fuller McKean Scholarship . . . .	3000
The Andover or Coburn Scholarship . . . .	2000
The John Cornell Scholarship . . . .	3000
The Frieda Gerlach Billings Scholarship . . . .	7500
The Timothy Augustus Holt Scholarship . . . .	26000
The Raymond Scholarship . . . .	5000



The Charlotte Cornell Scholarship . . .	4000
The Charlotte Ward Briant Scholarship . . .	1000
The Stephen M. Knevals Scholarship . . .	3000
The Ruth Parker Scholarship . . .	1000
The Sarah Cushing Sharp Scholarship . . .	1000
The Abby N. Smart Scholarship . . .	2000
The Margaret Duncan Phillips Scholarship . . .	5000

The income of these funds is administered in accordance with the conditions attaching to each.

## TRUSTEES SCHOLARSHIPS

In 1929-30, the Trustees will grant ten annual scholarships to boarding pupils of restricted means taking one of the two regular courses. There will be two groups of these scholarships.

1. Five scholarships of \$300 each may be awarded to new pupils entering Senior Middle Class or Junior Middle Class.

2. Five scholarships of \$200 each may be awarded to returning pupils who are to be in the Senior or the Senior Middle Class.

These awards will be made only on the basis of excellent ability as indicated by previous school record and whatever scholastic tests may be required, and of high personal quality as evidenced by the interests, dispositions and achievements of the candidates.

The granting of any or all of these scholarships may be withheld at the discretion of the Principal and of the Treasurer. Further information concerning the conditions under which these scholarships will be granted may be obtained from the Principal.

## ENROLLMENT OF STUDENTS

Boarding Students	137
Day Students	50
	<hr/>
	187
Academic	90
College Preparatory	97
	<hr/>
	187



## DISTRIBUTION BY STATES

Massachusetts, one hundred and three; New York, thirty; Connecticut, sixteen; Pennsylvania, eight; New Hampshire, seven; Maine, five; Ohio, four; New Jersey, three; Illinois, Michigan and Indiana, each two; Maryland, Kansas, North Carolina, North Dakota and China, each one.

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## THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from members of the school, it furnishes news of the events of the year, and much space is given to items concerning alumnae and former students. Price, per year, \$1.50.

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## THE ABBOT BULLETIN

The Abbot Bulletin is a semi-annual publication sent out from the school by the Alumnae Association and the Board of Trustees to all former members of the school. It contains news of the school and of its policies that is of special interest to the Alumnae, and also general news and announcements of the Alumnae Association, and of the Abbot Academy Clubs.

It does not, as a rule, contain personal items about the Alumnae. Such items may be found in The Abbot Courant.

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## ABBOT ACADEMY CLUBS

Abbot Academy Clubs in Boston and New York have long been established. More recently, Abbot Academy Clubs have been formed in Detroit, Chicago, Pittsburgh, Philadelphia, Maine, Central and Eastern Ohio, Connecticut, Old Colony, Cleveland and Eastern and Western Maine. These clubs have stated meetings during the year and welcome present and former members of the school.

Information about these clubs may be obtained by addressing Abbot Academy.

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## ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00. This association helps the school, not only by strengthening associations and stimulating loyalty, but very practically, as the interest of its funds is devoted to the needs of the Academy. Application for admission to membership may be made to Miss Mary Bancroft, Secretary, Abbot Academy Alumnae Association, Abbot Academy, Andover, Mass.

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## THE CENTENNIAL LOYALTY FUND

The Abbot Academy Centennial Loyalty Fund was established in 1920 by the Alumnae Association. Its object is to provide a General Endowment for the Academy, through the gifts of its former students, in recognition of the one hundredth anniversary of the founding of the school.

The Director of the Loyalty Fund is Miss Alice Carter Twitchell, 20 Deering Street, Portland, Maine, from whom all information on this subject may be obtained.

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## ANNUITIES

Alumnae and friends of the school who would gladly make gifts to the endowment fund but feel that they need the income for their own support will be interested to know of the possibility of making a gift on an annuity basis. By this plan, it may be arranged that donors of sums of \$500.00 or more receive in return life annuities. These provide a secure income without further anxiety as to in-

vestment, and in addition give to their donors the satisfaction of seeing during their lives the way in which their gifts are used.

Several of our friends are already enjoying the double benefits of this mode of gift.

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## ABBOT ACADEMY REGISTER

A register of the names and addresses of present and past students of Abbot Academy has been compiled (1928). About four thousand names are listed, including over a thousand students who have attended the school since the publication of the biographical catalogue in 1913. There are alphabetical and geographical indexes in addition to the arrangement according to classes. The price is one dollar, including postage. Orders may be sent to Miss Jane B. Carpenter, Keeper of Alumnae Records, Abbot Academy, Andover.

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## HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the opening of the school in 1829 to the close of Miss McKeen's administration in 1892, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to Abbot Academy, Andover, Mass., will receive prompt attention.

# STUDENTS, 1928-1929

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## ACADEMIC SENIOR CLASS

Louise Josephine Anthony	<i>Garden City, Long Island, New York</i>
Katherine Holt Blunt	<i>Andover</i>
Catherine Gardner Bowden	<i>Marblehead</i>
Charlotte Serena Butler	<i>Meriden, Connecticut</i>
Gertrude Mae Campion	<i>Andover</i>
Frances Condit Cobb	<i>Boonton, New Jersey</i>
Olive Taylor Elsey	<i>Harrisburg, Pennsylvania</i>
Margaret Cowles Esty	<i>Framingham</i>
Barbara Sylvester Folk	<i>Andover</i>
Mary Kendrick Francis	<i>Andover</i>
Lois Melanie Hardy	<i>Wellesley Farms</i>
Mary Jeanette Hubbard	<i>Pontiac, Michigan</i>
Helen Merwin Hurlburt	<i>Glastonbury, Connecticut</i>
Joyce Jarman	<i>Scarsdale, New York</i>
Eleanor Jones	<i>Lebanon, New Hampshire</i>
Roberta Kendall	<i>Chevy Chase, Maryland</i>
Katherine Mason Kennedy	<i>Suffield, Connecticut</i>
Mabel Estelle Levering	<i>Jenkintown, Pennsylvania</i>
Jane Allen Linn	<i>South Zanesville, Ohio</i>
Marguerite Neville	<i>North Andover</i>
Elizabeth Jane Osborne	<i>Arlington</i>
Charlotte Osgood	<i>North Andover</i>
Cleone Dunham Place	<i>West Newton</i>
Ruth Luella Shulze	<i>Andover</i>
Millicent Clark Smith	<i>New Bedford</i>
Jean Elizabeth Stewart	<i>Mount Vernon, New York</i>
Elizabeth Childs Taylor	<i>Melrose</i>
Louise Tobey	<i>Manchester, New Hampshire</i>
Priscilla Brooks Whittemore	<i>Andover</i>
Emelyn Wright	<i>Andover</i>

## COLLEGE PREPARATORY SENIOR CLASS

Elizabeth Montague Bowser	<i>Lawrence</i>
Alice Juliet Butler	<i>New Haven, Connecticut</i>
Virginia Elizabeth Drake	<i>Wichita, Kansas</i>
Mary Eaton	<i>Wakefield</i>
Barbara Elliott	<i>Willimantic, Connecticut</i>
Dorothy May Field	<i>Phillips, Maine</i>
Hester Dorothe Gerrish	<i>Andover</i>
Harriet Beatty Gilmore	<i>Chambersburg, Pennsylvania</i>

Elizabeth Gignoux Hulse  
 Frances Gwenllian Jones  
 Elizabeth McAllister  
 Ann Eshelman Miller  
 Elizabeth Osborne  
 Despina Georgia Plakias  
 Bettina Rollins  
 Mary Kirkland Roys  
 Edith Blake Smith  
 Grace Elizabeth Stephens  
 Carol Upham  
 Olive Christie Warden  
 Rosamond Devereux Wheeler

*Monroe, New York*  
*Cincinnati, Ohio*  
*Methuen*  
*Germantown, Pennsylvania*  
*Boston*  
*New York, New York*  
*Winchester*  
*Aurora, New York*  
*Torrington, Connecticut*  
*East Hampton, Long Island, New York*  
*Waban*  
*Andover*  
*Andover*

#### ONE-YEAR GIRLS

Ruth Mabel Bourne  
 Lucy Ann Copeland  
 Cleopatra Aurora Higgins  
 Mary Elizabeth Macdonald  
 Ruth Belknap Whitehill

*Melrose Highlands*  
*Hornell, New York*  
*New York, New York*  
*Laurium, Michigan*  
*Newburgh, New York*

#### ACADEMIC SENIOR MIDDLE CLASS

Louise Atkinson  
 Mary Lockhart Bacon  
 Ruth Baker  
 Donna MacDonald Brace  
 Elizabeth Cone  
 Kathryn Bouvé Dutton  
 Kathie Fellows  
 Katharine Foster  
 Florence Loomis Gardner  
 Cornelia Brownell Gould  
 Jeanne Merrill Harrington  
 Alice Debaker Hoyt  
 Mary Eleanor Jones  
 Ruth Elaine Jones  
 Kwei-ju King  
 Barbara Lamson  
 Lucile Fitz-Randolph Leavitt  
 Mary Fegely McCaslin  
 Louise Noble Olsen  
 Mary Owen  
 Priscilla Howard Page  
 Frances Elizabeth Quinby  
 Mary Beatrice Richards  
 Eleanor Warren Ritchie  
 Doris Seiler  
 Elizabeth Tarr  
 Margaret Lamberton Taylor  
 Marjorie Turner  
 Martha Woods Whitney

*Georgetown*  
*Tarrytown, New York*  
*Winthrop*  
*Pelham Manor, New York*  
*New Rochelle, New York*  
*Wakefield*  
*Salem*  
*Concord, New Hampshire*  
*New London, Connecticut*  
*Aurora, New York*  
*Andover*  
*Salem*  
*Billerica*  
*Keene, New Hampshire*  
*Peking, China*  
*Everett*  
*West Newton*  
*Pottstown, Pennsylvania*  
*Philadelphia, Pennsylvania*  
*Augusta, Maine*  
*Andover*  
*Milford, Connecticut*  
*Andover*  
*Newton Center*  
*South Orange, New Jersey*  
*Beverly*  
*Westfield, New York*  
*Arlington*  
*White Plains, New York*

## COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Mary Stewart Angus	<i>Andover</i>
Elizabeth Burt Brewer	<i>Larchmont, New York</i>
Elizabeth Heermance Brown	<i>Nyack, New York</i>
Elaine Rey Burt	<i>Andover</i>
Muriel Ruth Cann	<i>Freeport, Long Island, New York</i>
Rosamond Castle	<i>Quincy, Illinois</i>
Charlotte Gay Chamberlain	<i>Sharon, Connecticut</i>
Elenita Cowee	<i>Brookline</i>
Elizabeth Crowinshield Dean	<i>Brookline</i>
Hortense Dunbar	<i>Lynn</i>
Alice Mary Eckman	<i>Forest Hills, New York</i>
Ruth Harriet Fleming	<i>Syracuse, New York</i>
Eleanor Reestell Foreman	<i>Charlotte, North Carolina</i>
Grace Bradbury Hadley	<i>Andover</i>
Evelyn Eldelia Hamilton	<i>Limestone, Maine</i>
Barbara Mary Healey	<i>North Andover</i>
Alma Goodwin Hill	<i>Lowell</i>
Christine Hollands	<i>Hornell, New York</i>
Barbara Violet Lord	<i>Andover</i>
Janice Lovell	<i>Melrose</i>
Florence Norton	<i>Skowhegan, Maine</i>
Mary Jane Owsley	<i>Youngstown, Ohio</i>
Elizabeth Norris Perry	<i>Andover</i>
Jeanette Launder Quimby	<i>Portland, Maine</i>
Miriam Hood Rand	<i>New York, New York</i>
Helen Ripley	<i>Andover</i>
Mary Theoda Shepard	<i>Franklin, New Hampshire</i>
Janet Gray Simon	<i>Manchester, Connecticut</i>
Helen Jean Simpson	<i>Galesburg, Illinois</i>
Mary Elizabeth Smead	<i>Toledo, Ohio</i>
Barbara Crawford Smith	<i>New Hartford, New York</i>
Marianna Smith	<i>Brookline</i>
Adelaide Smyth	<i>New Rochelle, New York</i>
Elizabeth Striplin Southworth	<i>Andover</i>
Vivian Southworth	<i>Andover</i>
Elizabeth O'Neil Stout	<i>Pittsburgh, Pennsylvania</i>
Doris Lydia Sturtevant	<i>Somerville</i>
Frances Joan Royle Sullivan	<i>Nashua, New Hampshire</i>
Beatrice Throckmorton	<i>Freehold, New Jersey</i>

## JUNIOR MIDDLE CLASS

Doris Allen	<i>Marblehead</i>
Miriam Elizabeth Bass	<i>Greenwich, New York</i>
Anne Berry	<i>Asbury Park, New Jersey</i>
Katharine Pollock Brace	<i>Pelham Manor, New York</i>
Emily Bullock	<i>Andover</i>
Nancy Whitney Carr	<i>Bridgewater</i>
Constance Chamberlin	<i>Windsor, Connecticut</i>
Faith Chipman	<i>Boston</i>



Flora Mabel Collins  
 Helen Lydia Dodge  
 Dorothy Dunn  
 Evelyn Alice Folk  
 Katrina Fountain  
 Jane Goodell  
 Barbara Graham  
 Harriet Gregory  
 Audrie Drusilla May Griffiths  
 Margery Hart  
 Monica Keith  
 Mary Jane Manny  
 Charlotte Amy Marland  
 Dorothy Mae Newcomb  
 Margaret Josephine O'Leary  
 Linda Rollins  
 Marcia Rudd  
 Elizabeth Sharp  
 Mary Chesebro Smith  
 Mary Dorothy Welch  
 Wilhelmina Woodbury

*Andover*  
*Douglaston, Long Island, New York*  
*Gardner*  
*Andover*  
*Scarsdale, New York*  
*New York, New York*  
*Andover*  
*Winchester*  
*Torrington, Connecticut*  
*Fall River*  
*Brookline*  
*Michigan City, Indiana*  
*Ballard Vale*  
*New London, Connecticut*  
*Waban*  
*Winchester*  
*Hartford, Connecticut*  
*New Rochelle, New York*  
*Fargo, North Dakota*  
*Andover*  
*Gloucester*

## JUNIOR CLASS

Helen Stearns Allen  
 Katharine Abbot Bigelow  
 Elizabeth Ross Bigler  
 Harriet Elizabeth Bolton  
 Virginia Brown  
 Pauline Holt Burt  
 Joyce Compton Henry  
 Constance Hoag  
 Louise Hollis  
 Mary Irene Hyde  
 Susan Parker Johnstone  
 Hilda Wood Lynde  
 Ruth Lydia Mailey  
 Clare Mary O'Connell  
 Rachel Creelman Place  
 Katharine Brigham Roth  
 Mariette Whittemore

*Andover*  
*Worcester*  
*Andover*  
*North Andover*  
*Keene, New Hampshire*  
*Andover*  
*Andover*  
*Chelsea*  
*Lynn*  
*Ware*  
*Woodstock, Connecticut*  
*Andover*  
*Andover*  
*Andover*  
*Somerville*  
*Andover*  
*Andover*

## PREPARATORY CLASS

Ann Adams  
 Milda Allen  
 Elizabeth May Boyce  
 Caroline Bullock  
 Helen Sawyer Buttrick  
 Virginia Chapin  
 Emily Elizabeth Fitz Hugh  
 Helen Marie Ford

*Scarsdale, New York*  
*Brookline*  
*Andover*  
*Andover*  
*Andover*  
*Andover*  
*Andover*  
*Andover*

Alice Virginia Fulton  
Margaret Armstrong Hodges  
Ursula Ingalls  
Catherine McDonald  
Cynthia Nichols  
Penelope May Page  
Dorothy Reinhardt  
Helen Bullard Rice  
Virginia Scheuer  
Elizabeth Ella Tompkins

*Indianapolis, Indiana*  
*Reading, Pennsylvania*  
*Boxford*  
*Andover*  
*Andover*  
*Andover*  
*Andover*  
*Marlboro*  
*Brookline*  
*Torrington, Connecticut*

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## MUSIC STUDENTS

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### PIANO

Milda Allen  
Elizabeth Ross Bigler  
Elizabeth Burt Brewer  
Virginia Brown  
Emily Bullock  
Elaine Rey Burt  
Alice Juliet Butler  
Gertrude Mae Campion  
Elenita Cowee  
Alice Virginia Fulton  
Jane Goodell  
Evelyn Eldelia Hamilton  
Margaret Armstrong Hodges  
Mary Jeanette Hubbard  
Susan Parker Johnstone  
Hilda Wood Lynde  
Dorothy Mae Newcomb  
Florence Norton

Clare Mary O'Connell  
Elizabeth Osborne  
Elizabeth Jane Osborne  
Rachel Creelman Place  
Despina Georgia Plakias  
Helen Bullard Rice  
Mary Beatrice Richards  
Mary Kirkland Roys  
Virginia Scheuer  
Elizabeth Sharp  
Mary Theoda Shepard  
Helen Jean Simpson  
Elizabeth Striplin Southworth  
Vivian Southworth  
Jean Elizabeth Stewart  
Louise Tobey  
Elizabeth Ella Tompkins  
Wilhelmina Woodbury

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### VOICE

Muriel Ruth Cann  
Frances Condit Cobb  
Elizabeth Burt Brewer  
Elizabeth Crowinshield Dean

Margaret Cowles Esty  
Kathie Fellows  
Helen Ripley  
Mary Theoda Shepard

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### ORGAN

Virginia Chapin  
Margaret Cowles Esty

Ruth Luella Shulze  
Louise Tobey  
Emelyn Wright

VIOLIN

Charlotte Amy Marland

---

VIOLONCELLO

Miriam Elizabeth Bass

---

SPECIAL ART STUDENTS

Charlotte Serena Butler  
Rosamond Castle  
Faith Chipman  
Olive Taylor Elsey

Katharine Foster  
Constance Hoag  
Mary Chesebro Smith  
Priscilla Brooks Whittemore

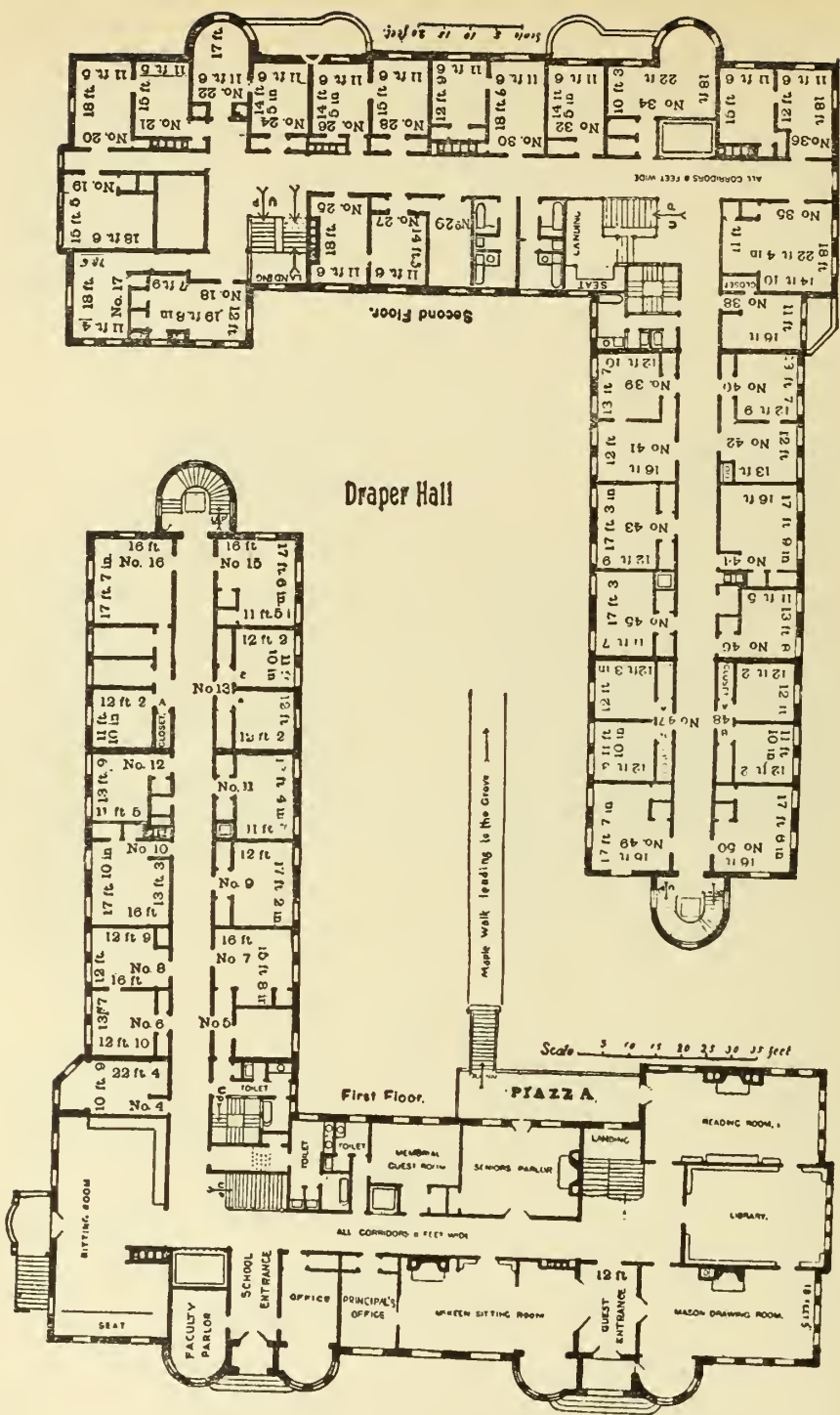
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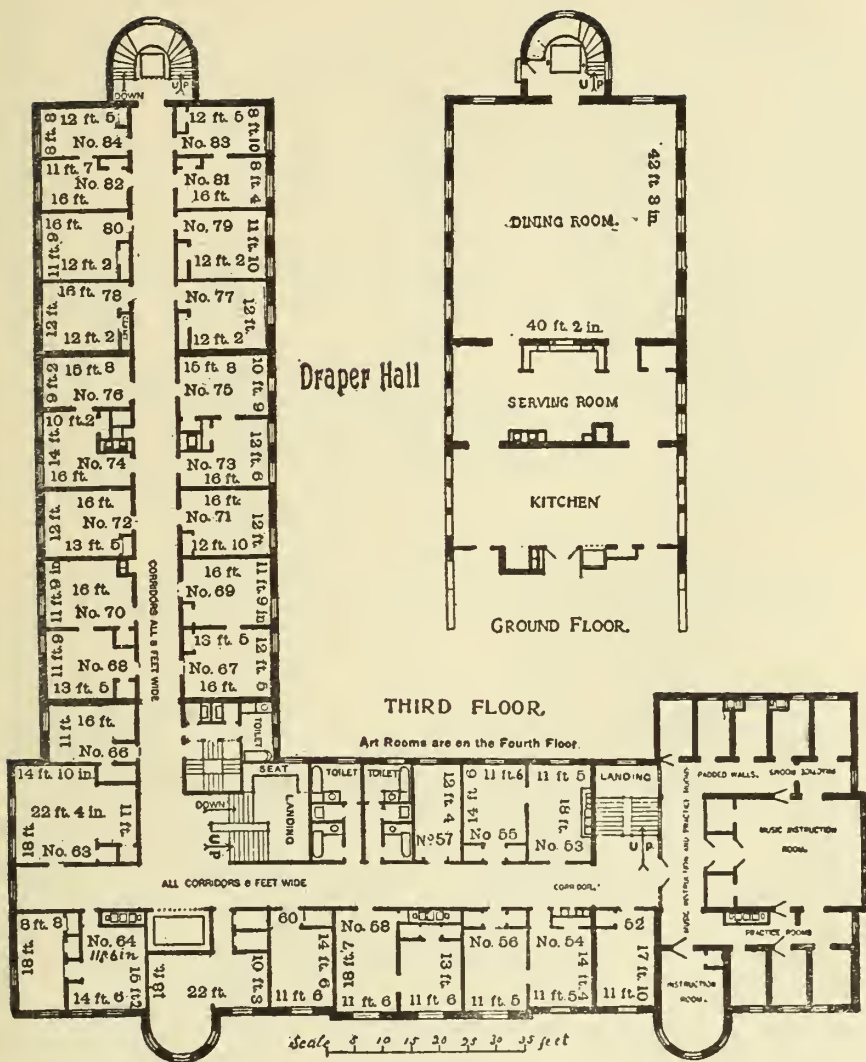
SPECIAL VOCAL EXPRESSION STUDENTS

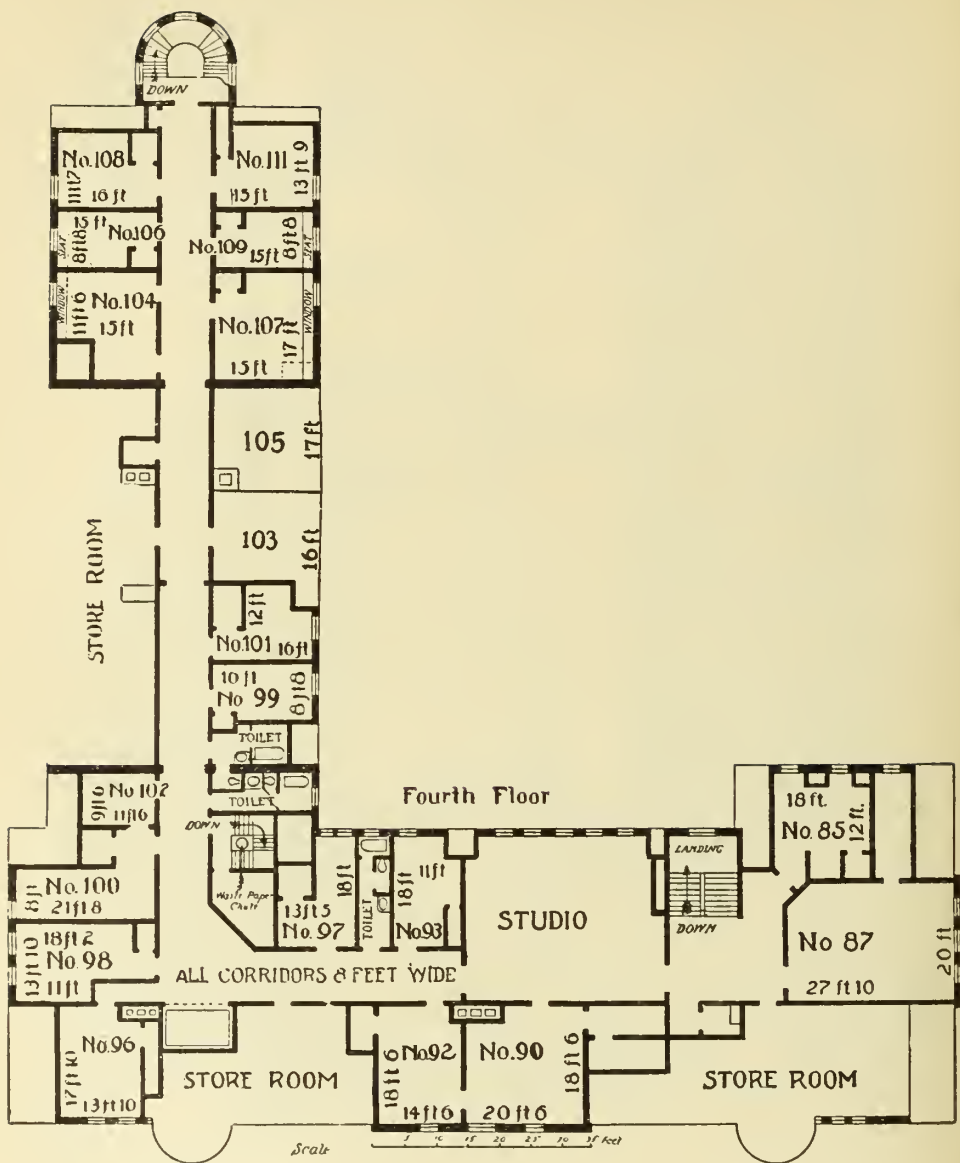
Mary Stewart Angus  
Charlotte Gay Chamberlain  
Audrie Drusilla May Griffiths  
Grace Bradbury Hadley  
Lois Melanie Hardy  
Christine Hollands

Eleanor Jones  
Barbara Lamson  
Janice Lovell  
Elizabeth Osborne  
Olive Christie Warden  
Mary Dorothy Welch

Mariette Whittemore

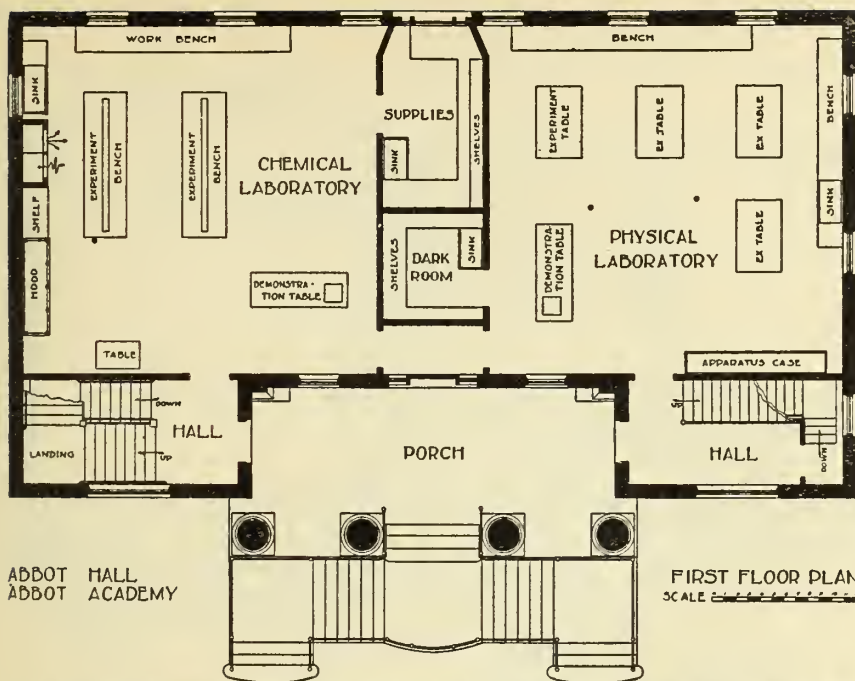






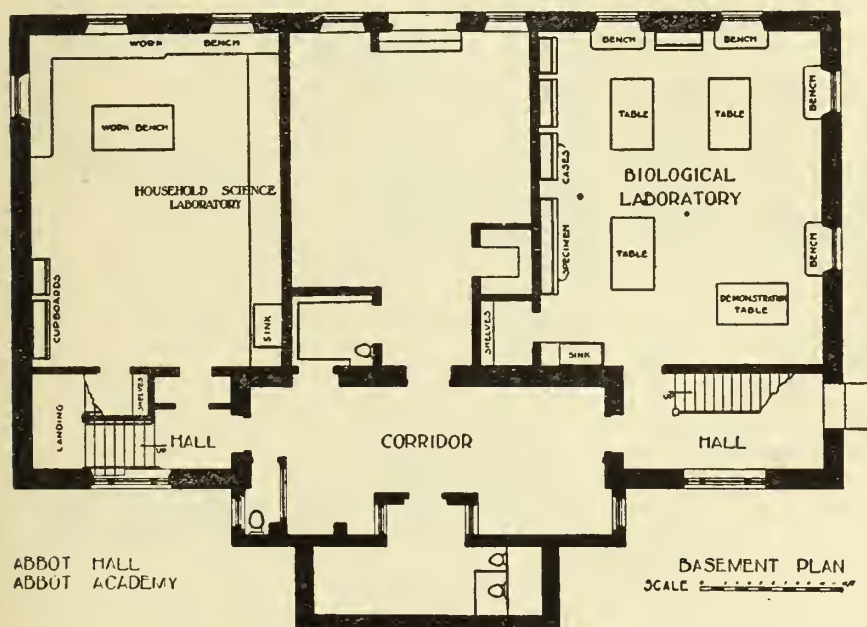
DRAPER HALL





ABBOT HALL  
ABBOT ACADEMY

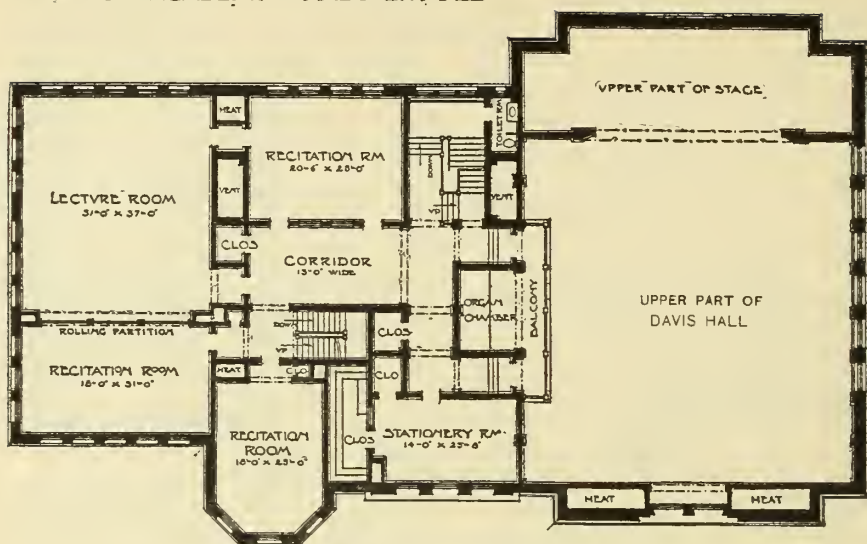
FIRST FLOOR PLAN  
SCALE 1" = 10'



ABBOT HALL  
ABBOT ACADEMY

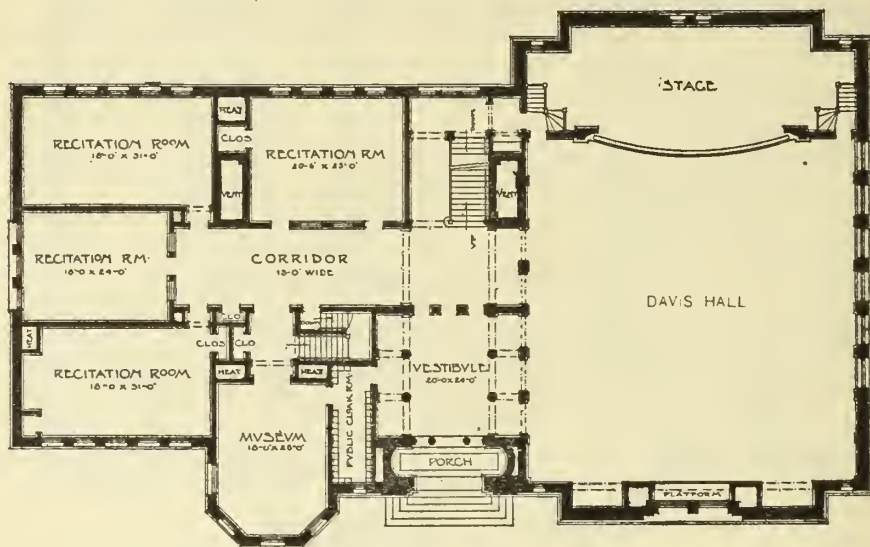
BASEMENT PLAN  
SCALE 1" = 10'

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER, MASS.



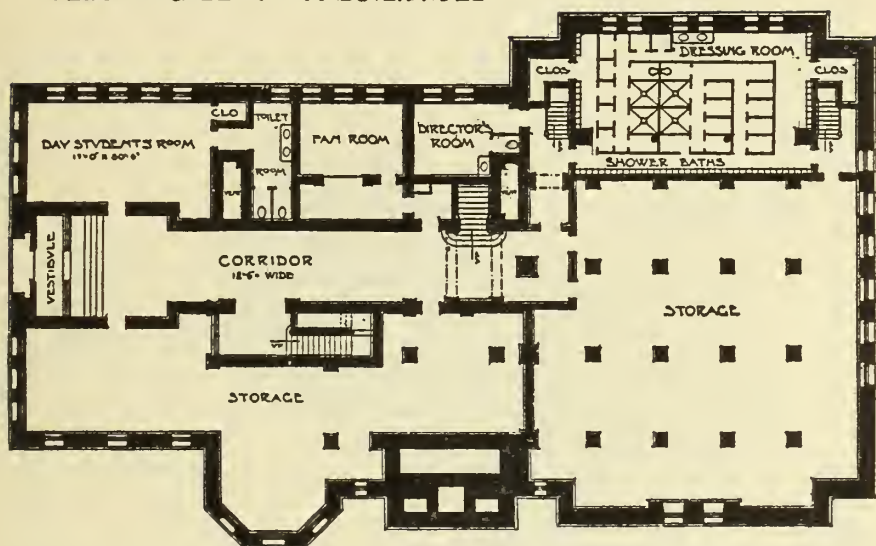
~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER, MASS.

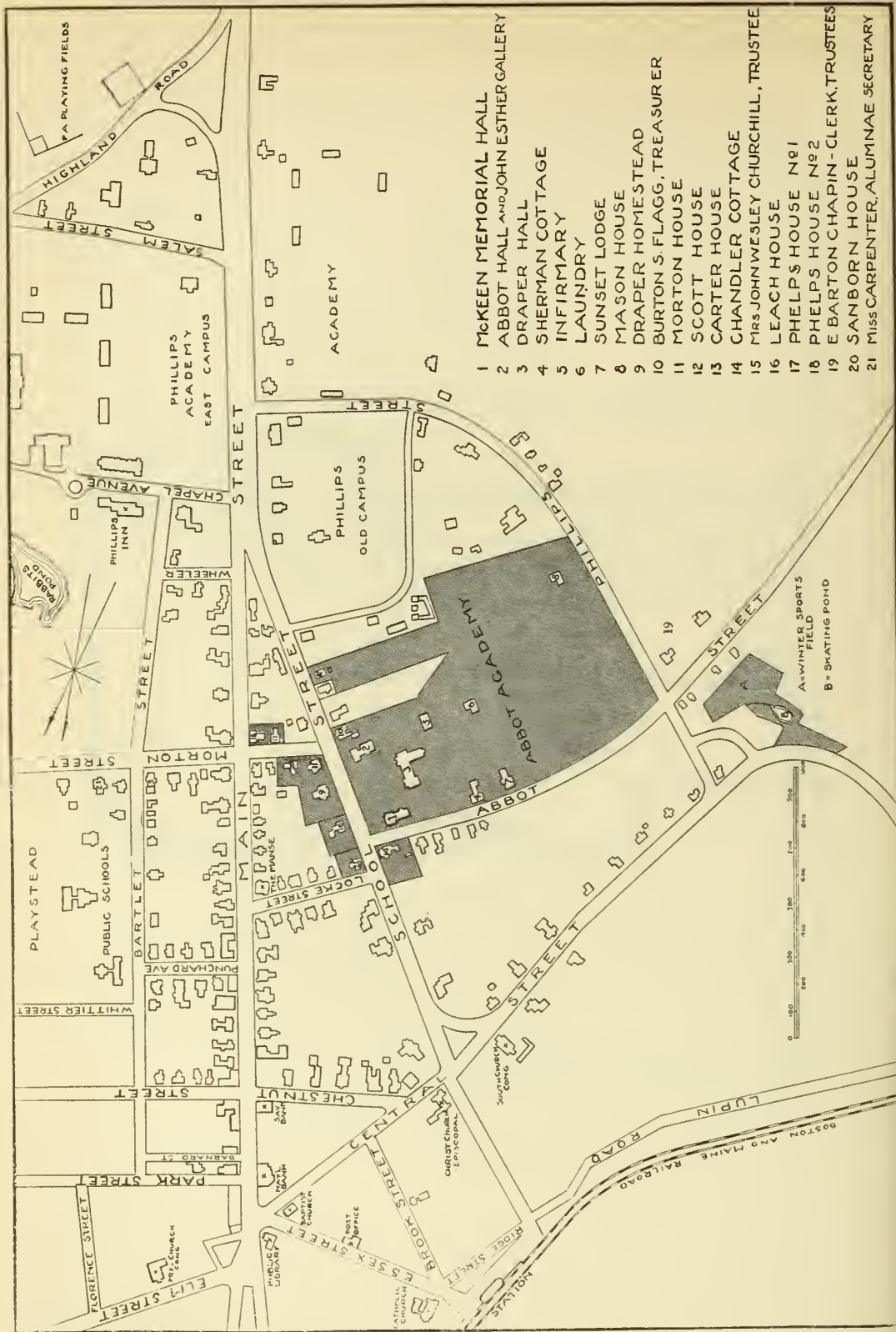


~ PLAN OF FIRST FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF BASEMENT ~



- 1 McKEEN MEMORIAL HALL
- 2 ABBOT HALL AND JOHN ESTHER GALLERY
- 3 DRAPER HALL
- 4 SHERMAN COTTAGE
- 5 INFIRMARY
- 6 LAUNDRY
- 7 SUNSET LODGE
- 8 MASON HOUSE
- 9 DRAPER HOMESTEAD
- 10 BURTON S. FLAGG, TREASURER
- 11 MORTON HOUSE
- 12 SCOTT HOUSE
- 13 CARTER HOUSE
- 14 CHANDLER COTTAGE
- 15 MRS. JOHN WESLEY CHURCHILL, TRUSTEE
- 16 LEACH HOUSE
- 17 PHELPS HOUSE No 1
- 18 PHELPS HOUSE No 2
- 19 E. BARTON CHAPIN - CLERK, TRUSTEES
- 20 SANBORN HOUSE
- 21 MISS CARPENTER, ALUMNAE SECRETARY

A = WINTER SPORTS FIELD  
B = SKATING POND



WORK OF GRAMMAR SCHOOL GRADE

	DATE:			DATE:		
	EIGHTH GRADE			NINTH GRADE		
	No. of Weeks	Periods per Week	Grade	No. of Weeks	Periods per Week	Grade
English Grammar						
Arithmetic						
Geography						
History						
Science						
Spelling						
Penmanship						
Reading						
Books read						

Please use the above form for entrance to first year work.

WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
HISTORY: Ancient English					
SCIENCE: Botany Chemistry Physics Physiology					
Laboratory work					

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
*English					
Other subjects					

\* Please give the names of the Grammar studied and of the books read.  
Please explain your marking system.

What is the passing grade?  
What is the certificate grade for college?  
In what quarter of the class do you place this student?

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
MATHEMATICS: Algebra					
Geometry					
LATIN: Grammar and Reader					
Prose Composition					
Caesar					
Vergil					
Cicero					
*FRENCH					

\*Please give the names of the Grammar studied and of the books read.

## Recommendation

(To be filled out by the School Principal)

Please state fully your estimate of the student's character and personality, noting especially her native ability, her power of application, her interest in her work, her influence over her fellow-students, her general promise, her interest in outside activities, her home background. This statement will be regarded as confidential.

Signed.....

Principal

## School Record

Name of student

Address of Student.....

## School Record

This record when properly filled out should be returned by the School directly to the Principal, Abbot Academy, Andover, Mass.

.....19..

I hereby certify that

Miss. . . . .

has been a pupil in

school from.....to.....

and that the following is a correct statement of the work done by her in the subjects named.

Signature of Principal

Name of School

Address of School

Miss .....

was credited upon entrance with the following subjects:

Subjects	No. Weeks	Periods per Week	Date of Completion	Grade



Full name and address of applicant

Does she wish special lessons  
in drawing or painting?  
in vocal expression?

Date of birth

Does she wish a room-mate?

Full name of parent or guardian

What is the condition of her health?

Business address

What church does she attend?

What was the last school attended by the applicant, and for how long? What other schools has she attended? Is she a graduate of any school?

Is she a member of any church?

Is she to attend in Andover  
the Congregational Church?  
the Episcopal Church?

Does she apply for the academic or college preparatory course?

Address of persons to whom reference may be made:

If for the latter, for what college does she wish to be prepared?

Social

Does she wish to study piano, violin, violoncello, voice? (Cross out those not desired)

Financial

## Application Form

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

.....19

Application is hereby made for the admission of my  
....., (name).....  
as a  $\left. \begin{array}{l} \text{day} \\ \text{boarding} \end{array} \right\}$  student at Abbot Academy, for the school year  
beginning September , 19 . Enclosed is my check for \$25.00  
for reservation of place, to be credited on the bill for tuition.  
I have carefully read and accept the terms and conditions  
specified in the Abbot Academy Catalogue for the year 1929-30.  
I promise that my.....shall conform to the regula-  
tions of the Academy, and that she shall be punctual in attendance  
at the stated beginning of each term.

.....  
Signature of Parent or Guardian

The form for the school record should be filled in and forwarded at once  
by the Principal of the school last attended, and a testimonial as to character  
should be sent by the Pastor of the church which the student attends.

Address

MISS BERTHA BAILEY,  
*Principal*





# ABBOT ACADEMY

ANDOVER, MASS.

1930-1931

*ONE HUNDRED AND SECOND YEAR*









AIR PLANE VIEW OF  
ABBOT ACADEMY  
LOOKING DOWN SCHOOL STREET



ABBOT ACADEMY

ANDOVER, MASSACHUSETTS

---

FOUNDED 1829

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CIRCULAR OF INFORMATION

FOR

1930-1931

---

ANDOVER

1930

THE ANDOVER PRESS  
ANDOVER, MASS.



# CALENDAR

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1930 – 1931

1930		
June	10, Tuesday	Commencement
June	16–21, College Entrance Board Examinations	
	Summer Vacation	
September	16, Tuesday, before 6 P.M. Registration for entering students who take examinations.	
September	17, Wednesday, Registration, day students, 9 A.M. Examinations for entering students	
	Registration, boarding students, before 6 P.M.	
September	18, Thursday. Chapel exercises, 9 A.M. Classification of students	Fall term begins
November	27, Thursday	Thanksgiving Day
December	18, Thursday	Fall term ends
	Christmas Vacation	
1931		
January	7, Wednesday. Registration, boarding students, before 6 P.M.	
January	8, Thursday, Chapel Exercises 8.30 A.M.	Winter term begins
January	31, Saturday	First semester ends
March	19, Thursday	Winter term ends
	Spring Vacation	
April	1, Wednesday. Registration, boarding students, before 6 P.M.	
April	2, Thursday, Chapel Exercises 8.30 A.M.	Spring term begins
June	7, Sunday	Baccalaureate Sermon
June	9, Tuesday	Graduating Exercises

## TRUSTEES

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THE HON. MARCUS MORTON, <i>President</i>	<i>Boston</i>
BURTON SANDERSON FLAGG, A.B., <i>Treasurer</i>	<i>Andover</i>
EDWARD BARTON CHAPIN, A.B., <i>Clerk</i>	<i>Andover</i>
MRS. JOHN WESLEY CHURCHILL	<i>Andover</i>
GEORGE FERGUSON SMITH, A.B.	<i>Brookline</i>
THE REV. MARKHAM WINSLOW STACKPOLE	<i>Milton</i>
THE REV. CHARLES HERRICK CUTLER, D.D.	<i>Andover</i>
MISS BERTHA BAILEY, Sc.B.	<i>Andover</i>
PRESIDENT ELLEN FITZ PENDLETON, M.A., LITT.D., LL.D.	<i>Wellesley College</i>
IRVING SOUTHWORTH, A.B.	<i>Andover</i>
MRS. CLARENCE STILLMAN ARMS	<i>Alumna Trustee, Worcester</i>

# FACULTY

1929-1930

BERTHA BAILEY, Sc.B., <i>Principal</i>	Psychology, Ethics
REV. CHARLES H. CUTLER, D.D.	Lectures, Christian Theism
KATHERINE ROXANNA KELSEY, <i>Assistant Principal</i>	Mathematics
NELLIE MARIA MASON	Physics, Chemistry
REBEKAH MUNROE CHICKERING, A.B.	History, English
DOROTHY LYMAN PATTEN, A.B.	Literature, History of Art
MARY ETHEL BANCROFT, A.B.	English
OCTAVIA WHITING MATHEWS, A.B.	Bible, Spanish
HELEN DUNFORD ROBINSON, A.B.	Latin
CAMILLA MOSES, A.B., A.M.	Latin
BERTHA ADELINE GRIMES, A.B.,	Chemistry, Biology, Household Science
RACHEL HIBBARD, A.B., A.M., Ph.D.	French and German
MARIE DE LA NIÉPCE CRAIG (Mrs.)	French
HELEN DEARBORN BEAN, A.B.	History
ELIZABETH BAKER COVEY, A.B., A.M.	Mathematics, Astronomy, Geology
GEORGETTE MÉTAIS	French
HELEN TILESTON CHICKERING, A.B.	History, Mathematics
MARY CARPENTER	Physical Education
CONSTANCE CLIFFORD LING	Rhythmic Work
BERTHA MORGAN GRAY (Mrs.)	Spoken English
WALTER EDWARD HOWE, Mus.B.	Choral Music, Pianoforte, Organ, Theory of Music
KATE FRISKIN	Pianoforte, Theory of Music
RAYMOND H. COON	Pianoforte
RUTH THAYER BURNHAM (Mrs.)	Vocal Music
MARIE NICHOLS	Violin
BERTRAM H. CURRIER	Violoncello
MARION L. ABBOTT	Accompanist
MARJORIE T. HAWKES (Mrs.)	Accompanist
BEATRICE WHITNEY VAN NESS (Mrs.)	Drawing, Painting
ELIZABETH LORD	Design
<hr/>	
FANNY BIGELOW JENKS, A.B.	Secretary to the Principal
JEAN HOPE BAYNES	Financial Secretary
DOROTHY HOPKINS, Sc.B.	Librarian, Curator of John-Esther Gallery
OCTAVIA WHITING MATHEWS, A.B.	Supervisor of Day Students
FLORENCE BUTTERFIELD	House Superintendent
HELEN DEARBORN BEAN, A.B.	} In charge of Draper Homestead
KATE FRISKIN	
CAMILLA MOSES, A.B., A.M.	In charge of Sherman Cottage
MARY BISHOP PUTNAM	In charge of Sunset Lodge, Supervisor of Cottages
HANNAH DUNCAN (Mrs.), R.N.	Resident Nurse, In charge of Infirmary
MARION LITTLEFIELD CLARK, M.D. (Mrs.)	Examining Physician
JANE BRODIE CARPENTER, A.M.	Keeper of Alumnae Records

## LECTURES AND RECITALS

Miss DORIS CANFIELD of New York "Rhythmics"	May 1, 1929
MICHAEL M. DORIZAS, Ph.D. of University of Pennsylvania "The Balkans"	May 5, 1929
Professor ROBERT FROST of Amherst College "Poetry" with Readings from his Poems	May 7, 1929
PROFESSOR KIRTLEY F. MATHER of Harvard University "Religion and Science"	October 20, 1929
PROFESSOR ROBERT SEYMOUR CONWAY, Litt.D. of London "The Childhood of Vergil"	November 7, 1929
MR. WILLIAM W. ELLSWORTH of New York "The English Bible"	December 1, 1929
"John Brown's Body"	December 3, 1929
"Wordsworth and his Group"	December 3, 1929
MRS. BERTHA MORGAN GRAY OF BOSTON Recital, "Christmas Carol", Charles Dickens	December 8, 1929
MISS MARGARET S. MORRISS, Ph.D., Dean of Pembroke College "Pembroke College"	January 11, 1930
EDITH WYNNE MATTHISON Interpretation of Shakespeare's Heroines	January 18, 1930
Miss FLORENCE JACKSON of Wellesley "Vocations for Women"	January 25, 1930

## CONCERTS

Miss KATE FRISKIN, Pianist	}	February 26, 1929
Miss MARIE NICHOLS, Violinist		
RADCLIFFE CHORAL SOCIETY		March 15, 1929
M. FRANCE ARIEL DUPRAT	}	April 16, 1929
MME. A. DUPRAT		
MR. RAYMOND COON, Pianist	}	April 23, 1929
MR. BERTRAM H. CURRIER, 'Cellist		
PROFESSOR WALTER EDWARD HOWE, Organist		October 15, 1929
THE HAMPTON SINGERS		November 9, 1929
MR. ROYAL DADMUN, Baritone		November 16, 1929
MUSICAL ART QUARTET		January 14, 1930
MR. RAYMOND COON, Pianist		January 28, 1930

## SPEAKERS

REV. S. C. BEANE  
REV. CHARLES H. CUTLER, D.D.  
MISS KATHERINE R. KELSEY  
MISS MARGARET SLATTERY  
MISS BEATRICE BURR  
REV. MARKHAM W. STACKPOLE  
MRS. ELIZABETH ROSS McELROY  
MISS LOUISE BROWN  
REV. FRANK R. SHIPMAN, D.D.

REV. RAYMOND D. CALKINS, D.D.  
REV. EDMUND A. BURNHAM, D.D.  
DR. FAITH L. MESERVE  
PRESIDENT J. EDGAR PARK, D.D.  
MISS ANNE WIGGIN  
MRS. F. E. CLARK  
REV. FREDERICK NOSS  
REV. F. A. WILSON, D.D.  
REV. JAMES GORDON GILKEY, D.D.

## COMMENCEMENT SPEAKERS

BACCALAUREATE SERMON	June 2, 1929
REVEREND ALBERT PARKER FITCH, D.D. of Park Avenue Presbyterian Church, New York	
COMMENCEMENT ADDRESS	June 3, 1929
PRESIDENT WILLIAM ALLAN NEILSON of Smith College	
CENTENNIAL ADDRESS	June 5, 1929
One Hundredth Anniversary of Abbot Academy PRESIDENT MARY EMMA WOOLLEY of Mt. Holyoke College	





## ABBOT ACADEMY

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On May 6, 1829, Abbot Academy first opened its doors to students. It was a pioneer in education for women. Founded by the citizens of Andover, with far-sighted wisdom for others beside their own daughters, it was the earliest incorporated school for girls in New England. From its opening, pupils from beyond the immediate vicinity took advantage of the unusual training offered, relatively as important as the college education of today.

In the one hundred years since its foundation, young women have gone forth, year by year, to fill positions of responsibility and leadership. In this, its one hundred and second year, the old school stands, strong and vigorous, offering to its students richer opportunities and abler instruction than ever before. Moreover, the quality of the students who seek this instruction is equal to that of the earlier generations. Daughters, grand-daughters, even great-grand-daughters of Abbot graduates turn to the Academy for their preparation for life.

The school rejoices in a century of achievement: it takes pride in the traditions of a noble past; but it does not rest in them. Holding fast to what is good in the old, it is in touch with the best in the "New Education," and enters with eagerness upon a second century of expanding life.

## HISTORY

The school has a rich heritage in its history and traditions. Men and women of earnest purpose, working devotedly to uphold the dignity and nobility of educational ideals, have wrought their very lives into the fabric of the institution. The early trustees, men of weight in the com-

munity, of intellectual and practical wisdom, laid foundations broad and deep. In the constitution which they drew up, their high purpose was clearly stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character for an immortal destiny". Able and respected men and women, many of them of wide reputation, have nobly kept up the succession, generously giving their serious consideration to the larger policies of the school.

In the more intimate relation of teacher, fine minds and strong, true characters have left their impress on hundreds of girls, with a resulting cumulative influence for good impossible to measure.

During the middle period of its history, the long administration of Miss Philena McKeen, 1859-1892, the school became widely known and honored. The later period has been one of expansion and development, materially and educationally speaking. The plant has been enlarged by additional buildings and more adequate equipment, the teaching force has grown and the curriculum has been broadened as the times have required. One such natural change was the introduction, about 1900, of the college preparatory work, which has attracted an increasing number of students. At the same time, the thorough and advanced training of young women, through cultural and practical studies, in the academic course, remains the basic purpose of the school.

In the early days, Abbot Academy girls became for the most part teachers, or wives of ministers and doctors, the educated men of the period. Today, in natural consequence of advanced study in collegiate and technical institutions, they ably fill positions of many kinds, — practical, professional, administrative. Though their ability has thus found more varied forms of expression, yet the same spirit of earnest devotion to the real values of life is manifest. A great element of strength in the school today is the assurance of the affection and loyal interest of this body of women, scattered as they are in places of influence all over the world.

## LOCATION AND SURROUNDINGS

Andover was among the first New England settlements. Years of dignified and gracious living are registered in the substantial and attractive Colonial homes throughout this region. With the establishment of Phillips Academy during the Revolutionary war, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary, and Abbot Academy were founded. All these schools attracted to the town those who cared for culture and education.

Even in picturesque New England, the location is singularly attractive. From its hill-top, one looks out over the Merrimack valley to Monadnock and Wachusett, in the glow of the radiant sunsets for which this region is famed. The rolling hills on every hand hold in their hollows charming lakes. Excellent roads lead to the mountains on the north, to the North Shore, near at hand, and to Boston on the south, which is within twenty-three miles by the Boston and Maine railroad. The opportunities of Boston are easily available for concerts, lectures, plays, and for visits to museums, art galleries and libraries. The broad streets of the village with their arching trees, the simple, dignified homes, the busy valley with its wheels always turning, the woods and hills and lakes have an enduring influence on the young girls who work and play and dream here through the years of school life.

The town is well-ordered. It has a pure and abundant water supply, adequate fire protection, excellent public schools, and strong, well-supported churches.

The school grounds are twenty-three acres in extent, with well-kept lawns, walks and gardens. They include a beautiful grove, and afford ample space for outdoor sports.

A lot near the campus, well adapted for winter sports has been purchased recently. This permits an adequate skating pond. The toboggan slide has been set up here, and the long slopes are suitable for coasting and skiing.

## EQUIPMENT

Abbot Academy is distinguished, even among the well-established schools of the vicinity, for its notable equipment. Its larger buildings are substantially constructed of brick and are specially planned for their present uses. All buildings are lighted by electricity, and almost all of them are heated from a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, the Alumnae Office, and laboratories for Physics, Chemistry, Biology and Geology, and Household Science. The laboratories are roomy and generously supplied with apparatus.

DRAPER HALL, first used in 1890, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains Art Studios on the fourth floor, Music Studios on the third, a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

MCKEEN MEMORIAL HALL was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. This is the main recitation building and contains numerous large and well-equipped class-rooms, and a study hall for the use of day students. An audience room and gymnasium of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, is known as Davis Hall. This hall contains an organ, presented to the school in 1912 by Mrs. Dorothy Davis Rimmer, a granddaughter of Mr. George L. Davis. A later gift of Mrs. Rimmer made possible the enlargement of the organ. During the summer of 1926, it was entirely rebuilt and greatly augmented. It has now three manuals and comprises thirty-four speaking stops, including the harp and chimes. Below the gymnasium are shower-baths with dressing-rooms and lockers. There are also offices for physical examinations and corrective work. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

THE JOHN-ESTHER ART GALLERY, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, completed in 1914, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honor of the late Mrs. John Phelps Taylor of Andover, a warm friend and benefactor of the school.



THREE ATTRACTIVE COTTAGES are used as residence houses for students. Sherman Cottage, opened in 1915, and the Draper Homestead and Sunset Lodge, opened in 1918-19, have places for thirty-six students. These houses are all conveniently near to Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

THE SCHOOL LAUNDRY is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also offers space for storage.

## LIBRARY

The Academy Library, of over eight thousand volumes, is well equipped with books for the study of English, French, German and Spanish literature, history, biography, and social science, philosophy, religion, natural science and art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of books on Biblical history and literature. There is an excellent working collection of reference books. New books are added each year to every department. The reading-room of the library is supplied with the important American and foreign periodicals and New York and Boston daily papers.

As a requirement for all English classes, a graded course in instruction in the use of the Library is given each year. Through the informal lectures, held in the Library, and the problems which are subsequently worked out, the students learn to find material for research or for outside reading, and become familiar with the card catalogue and the classification system, with the Reader's Guide to Periodical Literature, and with the contents of the various magazines.



## LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

## CONCERTS

A series of concerts is given each year by visiting artists in Davis Hall. One or more of these is usually devoted to orchestral or chamber music.

The Academy is fortunate in having on its staff artists of distinction. A series of solo and joint recitals by the faculty of the Music Department is an important part of the year's program. These concerts give the students an opportunity to hear the great compositions written for instruments and voice.

In addition to these occasions at the school, there are frequent opportunities to hear distinguished artists in the town of Andover as well as in Boston. Season tickets for reserved seats at the Friday afternoon concerts of the Boston Symphony Orchestra are purchased by the school for the use of those desiring them.

## ART EXHIBITIONS

Exhibitions of paintings, etchings, prints and other works of art are held from time to time in the John-Esther Art Gallery. These are open to the public as well as to the school.

These have included recently: an exhibition of fifteen Old Masters, from the Metropolitan Museum of Fine Arts, New York, an exhibition of thirty-five paintings by Gertrude Fiske, and an exhibition of Contemporary Painting and Sculpture by American Artists.

These, in addition to the considerable number of paintings, photographs, prints and slides belonging to the School, give the members of the school opportunity to become familiar with the important work of notable artists.

## EXCURSIONS

Andover is situated in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem, Marblehead and Plymouth, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

## HEALTH

Success in living depends to a great degree on right health habits. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse is in residence and has constant oversight over the health of the students. Skillful physicians are close at hand, and are quickly available in case of need.

The Antoinette Hall Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

*It is earnestly requested that no eatables except fresh fruit be sent to students at any time except by special permission previously obtained from the Principal. Thanksgiving boxes are not permitted.*

## DRESS

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. They are frequently required to be in white for special occasions and members of the Choir wear white when the Choir sings. Each girl, therefore must be provided with at least one simple white gown. This may consist of a serge or flannel skirt with a suitable blouse. She should also have a white sweater. Washable gowns may be worn for school during warm weather. Afternoon gowns, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must be modestly cut, and sleeves must come at least to the elbow. Middy "sport" blouses are used for sports only. A tailored suit or one-piece gown is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. Fur coats should not be worn for school or ordinary exercise.

A heavy sweater is useful for sports. Silk stockings are unsuitable for school wear and are not allowed except for dress occasions. Warm stockings must be worn during cold weather. Each student must have, in addition to sport shoes, street shoes, with broad, low, "common-sense" heels, for all ordinary occasions. She may have, in addition, one pair of shoes with "Cuban" heels, measuring at least one and one-half inches in both directions, at the bottom, and not more than one and one-half inches high at the back. Higher heels may not be worn, and shoes with higher heels may not be brought to the school. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

## STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, wash-stand with separate toilet-set for each girl, two straight chairs, and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, wash-stand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas, radios and chafing dishes are not permitted in students' rooms. Students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six table napkins, six sheets, six pillow-cases (20 x 32 inches) and extra blankets. A counterpane and one pair of blankets are furnished by the school. She should have a napkin ring, two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with woven or printed name-tapes bearing her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it.* Failure to keep up with class work during the whole semester is often the

consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for registration, except by special arrangement. They are expected to remain at the school until after the Commencement Exercises.

No requests should be made for leave of absence immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory. Leave of absence is not given for dances.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will be granted only for illness or some important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.



## SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. A balance of at least five dollars must be left in the bank to each student's credit over the short vacations. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel. Parents are urged to coöperate with the school in this matter, and to supervise their daughters' expenditures.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at church service on Sunday morning is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, or by out-of-town speakers. The speakers at these services are men and women of wide outlook and vital appeal, and their influence upon the students is strong and lasting.



## THE ABBOT ACADEMY CHRISTIAN ASSOCIATION

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence in the religious life of the school. Through it, the greater part of the benevolent work of the school is carried on. The students are interested in educational work in this country and in other lands. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky to Hampton Institute, to the Andover Guild, and to Country Week. Generous gifts have also been made to International Student Service, to the Red Cross for earthquake, cyclone and famine relief, and to other causes. In recent years a delegation has been sent annually to the Young Women's Conference at Northfield. Devotional meetings are held each week. The Christian Association has also a responsibility for the social life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship among the students.

## ABBOT ATHLETIC ASSOCIATION

The Athletic Association is an important factor in the school. Its purpose is to further interest in athletic activities as a means of promoting the physical efficiency and good sportsmanship of the whole student body. Every student becomes a member of this association and has a voice in its administration.

Under the Athletic Association, sports are organized and contests are held. The school is divided into two clubs, "the Gargoyles" and "the Griffins", which compete in all major and minor sports. At the end of the year an award is given to the club winning the greater number of points.

Throughout the year, there is as much out-of-door work as possible. A tennis tournament and contests in basketball, field hockey, track, volley ball, archery, and baseball are held. Horseback riding is much enjoyed. Tobogganing,

skating, coasting, snow-shoeing, and skiing are favorite winter sports. Each student is required to register for some form of vigorous athletic work, unless advised otherwise by a physician.

A list of thirty-three attractive walks in the vicinity of Andover has been prepared. For the completion of twenty-three of these walks as well as for accomplishment in all of the other sports, athletic points are given. Awards are given to individuals winning the required number of points.

A field day is held annually in the fall with Bradford Academy. This is held alternately at Andover and at Bradford, and is the occasion for much good fellowship. In 1929, it took the form of a general "Play Day", which was much enjoyed by the members of both schools.

## SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent coöperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student proves untrustworthy, it seems more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school may be severed, even though there is no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school.

A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## SOCIETIES

### "ODEON"

The Odeon Society is composed of twelve students, chosen from those members of the school who have shown special interest and ability in the study of literature and in literary expression. The object of its members is to become more familiar with the work of writers of distinction, and to develop power of expression through papers written for the society.

### "Q. E. D."

"Q. E. D." is the name of a society composed of twelve students, chosen from those members of the school who have shown special interest in history, politics and current events. Its object is, through reading and through discussion of current events, to develop understanding of world affairs, ability to speak to a point, and courage to defend an opinion. The members of this society are interested in debating, and one public debate is presented each year on some question of current interest.

### "A. D. S."

The Abbot Dramatic Society is a group of twelve students, who are specially interested in dramatic interpretation. Its members study and present plays, classic and modern.

### "PHILOMATHEIA"

Philomatheia is composed of students whose major interest is in scientific subjects. They follow the progress of scientific research, and share with the school information of importance concerning the advance of science. This society also has twelve members.

### "LES BEAUX ARTS"

The group of girls in this society has art as a special interest. They propose for themselves the object: to discover what in a masterpiece makes it a work of art. An open meeting is held at some time during the year to share the results of their work with the school.

### ÆOLIAN SOCIETY

The students in this group are especially interested in music. At intervals, the results of their work are presented to the school, usually as recitals.

New members of these organizations are elected by the societies from lists recommended by the faculty. Each society has a faculty adviser.

It is the object of each society to increase interest in its chosen line of work, not only among its members, but throughout the school.

### "COURANT" AND "CIRCLE"

"The Abbot Courant" is the school magazine, published in January and June. "The Abbot Circle" is the Senior annual. Courant and Circle Boards are chosen from members of the school recommended for their ability in written English. They edit and direct the publication of these periodicals.

### "FIDELIO"

The Fidelio Society is the school choir. Its members are chosen by the Director of Music from the best qualified students for the purpose of studying choral music and part singing. This society sings at special services and occasions throughout the year, and at Commencement time.

### THE "A" SOCIETY

The "A" Society is an organization composed of all students to whom "A's" have been awarded. "A's" are of two classes: "Athletic A's" and "Honor A's."

"Athletic A's" are awarded to students who have won at least two hundred athletic points. These students must have a satisfactory attitude toward their work, and must show by good conduct and coöperation that they stand for high standards of school life. "Athletic A's" are awarded by the combined vote of the Athletic Council and the Faculty.

The "Honor A" is the highest honor awarded by the school. It is given to those students who have taken part with good spirit in athletics, who have worked faithfully and have maintained a good scholastic average, and who have shown qualities of character and of leadership which promise to make them in later years worthy representatives of Abbot Academy.

"Honor A's" are awarded to students by the combined vote of the Representative Committee of Student Council and of the Faculty.

#### CUM LAUDE SOCIETY

The Abbot Chapter of the "Cum Laude" Society was chartered in 1926. This Society bears the same relation to the secondary schools that Phi Beta Kappa bears to the Colleges. It is hoped that through this recognition of scholastic ability, scholarship and the love of learning may be encouraged.

#### HOTEL ACCOMMODATIONS

The Phillips Inn,\* Andover, and Shawsheen Manor, Shawsheen Village, Andover, offer comfortable accommodations for visitors. Rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

\* The Phillips Inn is in process of reconstruction. It is expected that it will be reopened in the early summer of 1930.



# COURSE OF STUDY

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## ADMISSION

For admission to the Academy, English grammar, geography, arithmetic and United States history must have been completed as required for entrance to high school. The regular course requires five years, but more time may be needed if extra time is given to music, or drawing and painting. With the approval of the Principal, pupils may enter classes as they are prepared for them.

Inasmuch as the work of the school has been handicapped by notable deficiencies in the elementary work of students, all entering students will be examined on the elements of arithmetic, including common and decimal fractions, the elements of English grammar, spelling and hand-writing. Students who are deficient in these fundamentals must be tutored at regular rates. Regents' examinations will be accepted as evidence of the completion of grammar school work, without further tests.

In general, credentials from other schools will be accepted for high school work. Students must be examined for admission to the senior class, and to classes in modern language. Candidates for admission to the Academic senior class must be examined in English and English literature, in physics or chemistry and in one foreign language. Candidates for admission to the College Preparatory senior class must present evidence of satisfactory work during the earlier years of their course, and must be examined on subjects which they wish to continue during the last year of the course. Their applications will be received only with the understanding that, if they fail to pass these examinations, more than one year must be allowed for the completion of college preparation. Students who are to take examinations should present themselves at the Academy on



the day before the regular registration day. Preliminary College Board entrance examinations may be accepted instead of examinations given by the school.

Only a limited number of new students will be permitted to enter the last year of college preparatory work. Students must accept our requirements for college preparation.

## APPLICATION

The application and credential blanks in the back of the circular should be filled in, signed, and sent to the Principal. At the same time, letters of recommendation should be sent to the school by the principal of the school last attended and by the pastor of the church attended by the applicant. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

## ACADEMIC COURSE

The Academic Course provides thorough general training.

Not less than nineteen units of work must be completed in this course. These must include English I, II, III, English Literature and English IV, General Literature and English V, four years of foreign language, including Latin I and II, Algebra, Plane Geometry, English History, Ancient History, General Science, Biology, either Physics or Chemistry, Philosophy, Modern European History, one-half unit, and History of Art, one-half unit. In addition to these, students are required to take Choral Music, and Physical Training during each year of the course, Bible each year except the first, and at least two years of work in Art and in Reading and Speaking, and one year of Musical Appreciation.

## TWO-YEAR ADVANCED COURSE

Graduates of accredited secondary schools will be received for two years of advanced work. Satisfactory evidence must be presented of ability to pursue the courses chosen.

Fifteen units of work must be presented for entrance, including four years of English, four years of foreign language, two of which must be Latin, one year of Algebra, one year of Plane Geometry, one year of Science, with laboratory work, and one year of History. If any of these subjects have been omitted from the earlier course they may be included in the advanced work, if satisfactory equivalents are presented for entrance.

Not less than seventeen periods a week of prepared work must be taken during each year of this course. The following subjects are required:

English Literature, including one period a week of English Composition;

General Literature, including one period a week of English Composition;

Philosophy: Psychology, Ethics and Theism; Bible;

History of Art (History of Music may be substituted for the Music Certificate);

Modern European History;

Physics or Chemistry.

If any of the above subjects have been satisfactorily covered in the earlier work they need not be repeated.

The remaining subjects may be chosen from the following electives:

Foreign Language: Latin, French, German, Spanish;

Science: Physics, Chemistry, Astronomy (one-half unit), Geology (one-half unit), Survey of Science (one-half unit);

History: Ancient, English, Mediaeval, American; Current History (one-half unit);

Masters of English Prose, (one-half unit);

Household Science I and II;

Music History, Music Theory.

Unusual opportunities are offered for both elementary and advanced work in art, music, and spoken English. Superior work in art or music may be given credit by vote of the Faculty.

A group of music electives, including history of music, ear training, and theory and composition, is offered, which, in connection with two years of technical study in instrument or voice, entitles a student to a certificate in music, provided she has also successfully completed the other work required for the diploma. These electives are open only to students in the Two-Year Advanced Course and in the senior middle and senior years of the Academic Course.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

No student will be promoted if her yearly average falls below C in more than two subjects during any year of her course. A senior whose yearly average falls below C in more than two subjects will not receive the diploma of the school.

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all colleges for women.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in the fifteen points required for college entrance, or to recommend for examination in the fifteen points required for college entrance by the leading women's colleges. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done at Abbot Academy, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

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In addition to the prepared work every student is required to take choral music, musical appreciation and physical education.

Intelligence Tests are given at the beginning of each school year. In 1929-30, the Otis and the Terman Group Intelligence Tests were given. The Haggerty Reading Test and the Columbia University Research English Tests are also used. Through the results of these tests, it is possible to recognize early in the year the student of superior ability and to hold her to a high standard of scholarship; and, on the other hand, to meet more intelligently the needs of the slower student and to furnish her such assistance as she may require.

All studies are assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

No account will be taken of less than one year's work in any language.

The school does not hold itself bound to form classes in electives for less than three students.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

A diploma will not be given for one year's work in the school except in the case of excellence in scholarship.

# STUDY PROGRAM

## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Reading and Speaking	(1)
Latin I	(5)	Art	(1)
Algebra I	(5)	Chorus Singing	(1)
General Science	(3)	Musical Appreciation	(1)
		Physical Education	(2)

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Chorus Singing	(1)
Latin II A or B	(5)	Musical Appreciation	(1)
Geometry	(5)	Reading and Speaking	(1)
English History	(4)	Art	(1)
		Physical Education	(2)
		Bible I	(1)

## JUNIOR MIDDLE YEAR

### ACADEMIC

### COLLEGE PREPARATORY

English III	(4)	English III	(4)
French, German, Spanish or Latin	(5)	Latin III	(5)
Biology	(4)	French, German or Spanish	(5)
Ancient History	(4)	Ancient History	(4)
Bible II	(1)	Algebra II	(2)
Art	(1)	Bible II	(1)
Reading and Speaking	(1)	Art	(1)
Chorus Singing	(1)	Reading and Speaking	(1)
Musical Appreciation	(1)	Chorus Singing	(1)
Physical Education	(2)	Musical Appreciation	(1)
		Physical Education	(2)

## SENIOR MIDDLE YEAR

### ACADEMIC AND TWO-YEAR COURSE

### COLLEGE PREPARATORY COURSE

#### *Required Courses*

English IV	(1)	College English I	(4)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(4)	French, German or Spanish	(5)
Laboratory	(4)	Bible III	(1)
French, German or Spanish	(5)	Chorus Singing	(1)
Bible III	(1)	Musical Appreciation	(1)
Chorus Singing	(1)	Physical Education	(2)
Musical Appreciation	(1)		
Physical Education	(2)		

## ACADEMIC AND TWO-YEAR COURSE

*Elective Courses*

History:	
American or Mediaeval	(4)
Science:	
Astronomy, 1st semester	(4)
Geology, 2nd semester	(4)
Survey of Science	(2)
Household Science	(2)
Laboratory	(2)
Art	(1)
Reading and Speaking	(1)
History of Music	(1)
Theory of Music	(4)

## COLLEGE PREPARATORY COURSE

*Elective Courses*

History	(4)
Physics	(4)
Laboratory	(4)

## SENIOR YEAR

## ACADEMIC AND TWO-YEAR COURSE

*Required Courses*

English V	(1)
General Literature	(3)
Philosophy	(4)
Psychology (1st semester)	
Ethics	(2nd semester)
Theism	
Modern European History	(2)
History of Art	(2)
Bible	(1)
Chorus Singing	(1)

*Elective*

Literature — Masters of English	
Prose	(2)
Language:	
Latin	(5)
French	
German	
Spanish	
History:	
American	(4)
Mediaeval	(4)
Current History	(2)
Science:	
Astronomy (1st semester)	(4)
Geology (2nd semester)	(4)
Survey of Science	(2)
Household Science I or II	(2)
Laboratory	(2)
History of Music	(1)
Theory of Music	(4)

## COLLEGE PREPARATORY

College English II	(4)
Review Mathematics	(5)
Latin V	(5)
French, German, Spanish	(5)
or History	(4)
or Physics	(4)
with laboratory	(4)



## DEPARTMENTS

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*The courses of study are described as offered during the year 1929-1930. They are subject to change.*

### ENGLISH

Instruction in written and spoken English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write effectively; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

*Word Study.*

*Grammar* — Davis, "Practical Exercises in English".

*Composition* — Weekly themes, oral and written; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "High School English".

*Literature* — Selected readings. In 1929-1930 these included Scott, "Ivanhoe", and "The Lady of the Lake"; Shakespeare, "The Merchant of Venice"; Cooper, "The Spy"; Kipling, "Seven Seas"; "The Song of Roland". Baldwin, "Stories of Siegfried".

ENGLISH II. 4 periods a week.

*Grammar and Rhetoric* — Ward, "Junior English Grammar". Davis, "Practical Exercises in English", second series.

*Composition* — Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

*Literature* — Selected readings. In 1929-1930, these included: Shakespeare, "Twelfth Night"; Irving, "Old

Christmas"; Addison, "The Sir Roger de Coverley Papers"; Scottish and English Ballads; Scott, "The Talisman"; Poe, "Short Stories"; Barrie, "Margaret Ogilvy"; George Eliot, "Silas Marner"; Hawthorne, "House of Seven Gables"; Tennyson, "The Idylls of the King". Book reports on books in Abbot Book List.

### ENGLISH III. 4 periods a week.

#### *Grammar.*

*Composition* — Paragraph-structure, construction of the theme, versification. Weekly long themes. Reports of current events. Greever and Jones, "Century Handbook of Writing".

*Literature* — Selected readings. In 1929-1930, these included: Shakespeare, "Richard II"; Gayley, "Classic Myths"; Palmer, Translation of "The Odyssey"; Tennyson, Poems based on Greek Legends; Arnold, "Sohrab and Rustum"; Stevenson, "Inland Voyage" and "Travels with a Donkey"; Lockhart's "Life of Scott"; Scott, "Rob Roy"; one of the novels of Dickens; Representative Modern Poetry; Two Modern Plays. Book reports on books in Abbot Book List.

### ENGLISH IV.

#### *Literature* — 4 periods a week.

Historical and critical study of English Literature, based on Long's "History of English Literature", and the reading of typical masterpieces of the successive periods.

*Composition* — 1 period a week. Themes, oral and written, criticism, versification. Edgar, "Essentials of Rhetoric"; Précis Writing.

### ENGLISH V.

#### *Literature* — 3 periods a week.

A course in general literature, based on the study of representative classics of the world (in translation). Richardson and Owen, "Literature of the World"; Matthews, "Chief

European Dramatists"; Dante, "Vision"; Goethe, "Faust"; Novels, Poems, Plays, and Essays of the Nineteenth and Twentieth Centuries.

*Composition* — 1 period a week. Themes, oral and written, and study of written structures — the Poem, the Essay, the Novel, the Play. Greenough and Hersey, "English Composition"; "Précis Writing".

MASTERS OF ENGLISH PROSE.—One year, two periods a week.

A course open to advanced students only, offering an intensive and critical study of the best work of English and American prose writers.

#### COLLEGE PREPARATORY.

A special college preparatory course in English is given in the Senior Middle and Senior years, following the first three years' work in English. This course is based on the requirement in English adopted by the Commission of New England Colleges. Students are prepared for the comprehensive form of examination.

COLLEGE ENGLISH I—4 periods a week.

Study of sentence and paragraph structure, outlining, précis-writing.

*Spelling, Punctuation* — Lester, "Spelling Review".

*Composition* — Weekly or bi-weekly themes. Original themes. Exposition and simple argumentation. Source themes on Chaucer's England, Elizabethan England and Eighteenth Century England. Paraphrasing and memorizing poetry. Book reports, oral and written. Thurber, "Précis writing for American Schools".

*Summary of English Literature* — Hitchcock, "Rhetoric and the Study of Literature".

Books studied: Chaucer, "Prologue", "Knight's Tale", "Clerk's Tale", "Nun's Priest's Tale"; Shakespeare, "Macbeth" (careful study); Bacon, "Essays"; Spenser, "Faery Queene", Books 1 and 2; Milton, "Paradise Lost",

Books 1 and 2, "Minor Poems"; "Golden Treasury", Parts of Books 1, 2 and 3; Thackeray, "English Humorists"; Macaulay, "Dr. Johnson", "Clive"; Lincoln, "Speeches"; Carl Sandburg, "Smoke and Steel"; Amy Lowell, "Pictures of the Floating World"; Scott, "Heart of Midlothian"; Jane Austen, "Pride and Prejudice"; Charlotte Brontë, "Jane Eyre"; Thackeray, "Vanity Fair"; one modern biography.

## COLLEGE ENGLISH II.

*Composition* — Paraphrasing, exposition, one long argument, outlining: Carlyle, "Essay on Burns".

Textbooks for reference: Hitchcock, "Rhetoric and the Study of Literature"; Thurber, "Précis Writing for American Schools".

Books studied: Shakespeare, "Hamlet", "Othello"; Sophocles, "Œdipus Rex"; Aeschylus, "Agamemnon"; Sheridan, "School for Scandal"; Three modern plays; Fuess, "Selected Essays"; Burns, "Songs"; Golden Treasury, Book IV, Wordsworth, Keats and Shelley; Arnold, "Wordsworth", "Keats"; Browning, Selected Poems; Two modern poets; Eastman, "Enjoyment of Poetry"; Scott, "Guy Mannering"; Thackeray, "Henry Esmond"; Conrad, "Typhoon"; Hardy, "The Return of the Native".

## L A T I N

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write accurate Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

LATIN I. 5 periods a week.

*Grammar* — Collar and Daniell, "First Year Latin".

LATIN II A. College Preparatory. 5 periods a week.

*Reading* — Caesar, 4 books or equivalent. Beeson and

Scott, "New Second Latin Book". Selections from Ovid and Nepos.

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".

*Vocabulary* — S. Dwight Arms, "Latin Dictionary" (550 words).

LATIN II B. Academic. 5 periods a week.

*Reading* — Grey and Jenkins, "Second Year Latin". Caesar, one term.

*Grammar* — Allen and Greenough, "Latin Grammar".

LATIN III. For students devoting five years to college preparation. 5 periods a week.

*Reading* — Selections from Cicero or other writers.

*Composition* — Baker and Inglis, "Latin Composition, Part I".

*Grammar* — Allen and Greenough, "Latin Grammar".  
The Regents Questions and Answers.

LATIN IV. 5 periods a week.

*Reading* — Cicero, 7 orations or equivalent. Tunstall, "Eleven Orationes of Cicero". Sight translation from examination papers given by the College Entrance Examination Board.

*Composition* — Baker and Inglis, "Latin Composition, Part II".

*Grammar* — Allen and Greenough, "Latin Grammar".

LATIN V. 5 periods a week.

Special study of Vergil's "Aeneid", "Bucolics" and "Georgics". Some selections from Ovid's "Metamorphoses", "Fasti" and "Tristia", Frequent translations at sight from both authors.

Reference book: C. M. Gayley, "Classic Myths".

*Composition* — Baker and Inglis, "Latin Composition, Part III". Prose at sight from examinations given by the College Entrance Examination Board.

*Grammar* — Allen and Greenough, "Latin Grammar".

## FRENCH

5 periods a week.

French is largely the language of the class-room, and careful training is given in pronunciation. Additional opportunity for French conversation is offered at the French table. Frequently, a French play is produced in the spring by members of the department. "Les Précieuses Ridicules" of Molière was recently presented.

### FRENCH I.

*Grammar* — Mercier, "Junior French".

*Reading* — Books such as the following are read: Clément and Macirone, "Je lis et je parle"; Méras and Roth, "Petit Contes de France"; François and Giroud, "Simple French"; Malot, "Sans Famille"; Lavissee, "Histoire de France"; Lazare, "Les Plus Jolies Contes de Fées".

### FRENCH II.

*Grammar* — Aldrich-Foster-Roulé, "Elementary French".

*Composition* — Pargment, "Exercices Français, Oraux et Ecrits".

*Reading* — Books such as the following: Victor Hugo, "Les Misérables"; Halévy, "L'Abbé Constantin"; Bernardin de St. Pierre, "Paul et Virginie"; Labiche et Martin, "Le Voyage de Monsieur Perrichon"; Danemarie, "Le Secret de L'Etang Noir"; Maeterlinck, "L'Intruse et Les Aveugles"; Laboulaye, "Contes Bleus"; Dumas, "Les Trois Mousquetaires"; Short Stories from prominent French authors.

### FRENCH III.

*Grammar* — Schwartz or Lister, "Review Grammar".

*Composition* — Pargment, "Exercices de Composition et de Grammaire".

*Reading* — Books such as the following: Loti, "Pêcheur d'Islande"; France, "Le Livre de Mon Ami"; Pailleron, "Le Monde où l'on S'ennui"; Pargment, "La France et Les Français"; Daudet, "Tartarin de Tarascon", "Lettres de Mon Moulin"; Bordeaux, "La Peur de Vivre"; Hémon,



"Maria Chapdelaine"; Maeterlinck, "L'Oiseau Bleu"; LaFontaine, "Fables"; short stories by Mérimée, Maupassant, Coppée, de Musset, etc.

#### FRENCH IV. ACADEMIC.

This course is conducted wholly in French and is open only to those of excellent attainment.

Review of Syntax, in French. Albert Cru, "La Lecture Expliquée".

Study of French literature from its origin to the 18th Century with readings from the following authors: Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, etc. In the modern field, such authors as the following are read: Hugo, Sand, de Musset, Gautier, France, de Maupassant, Coppée, Hémon, Rostand, Pérochon, Estaunié, and poets represented in "The Hundred Best French Lyrics".

French history in its relation to French literature is emphasized by a study of Michaud and Marione's "Tableau de la Civilisation Française".

### GERMAN

5 periods a week.

German is, so far as is practicable, the language of the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. Further practice in German conversation may be had at the German table. A German play is occasionally given. In 1928-9 Wilhelmi's, "Einer muss Heirathen" was produced by members of the second year class.

#### GERMAN I.

*Grammar and Reader*—Mosher, "Lern- und Lesebuch".

*Reading*—Books such as the following: Müller, "Glück Auf"; Storm, "Immensee". Songs and Poems.

## GERMAN II.

*Composition and Reader* — Whitney and Stroebe, "Easy German Composition"; Gronow, "Geschichte und Sage".

*Reading* — Books such as the following: Baumbach, "Sommermärchen"; Gerstäcker, "Germelshausen"; Heyse, "L'Arrabbiata"; von Hillern, "Höher als die Kirche"; Fulda, "Unter vier Augen"; Benedix, "Der Prozess", "Günstige Vorzeichen"; German Lyrics, Ballads and Songs.

In the second year, special attention is given to German geography, and to the regions and cities in Germany which are of interest to the traveller.

## GERMAN III.

*Composition* — Whitney and Stroebe, "Easy German Composition".

*Reading* — Books such as the following: Werner-Spanhoofd, "Aus Vergangener Zeit"; Whitney and Stroebe, "Geschichte der Deutschen Literatur"; Riehl, "Burg Neideck"; Freytag, "Die Journalisten"; Baumbach, "Der Schwiegersonn"; Sudermann, "Frau Sorge"; Carl Schurz, "Lebenserinnerungen"; Lessing, "Minna von Barnhelm"; Schiller, "Wilhelm Tell"; "Jungfrau von Orleans"; "Das Lied von der Glocke"; Goethe, "Hermann und Dorothea"; German Lyrics and Ballads.

## S P A N I S H

5 periods a week.

Spanish is used largely in conducting recitations and conversation is introduced so that students quickly understand the spoken language. There is practice in taking dictation.

The memorizing of good Spanish is considered highly important, and occasionally, in addition to the learning of proverbs, poems and songs, a play is presented in Spanish. Martinez Sierra's "El Palacio Verde", and Moratin's "El Si de las Niñas", have been given recently.

### SPANISH I.

*Grammar and Composition* — Marden and Tarr, "A First Spanish Grammar".

*Reading*, with composition and conversation based upon the text. Books such as the following are read: Carrión y Aza, "Zaragüeta"; Valera, "El Pájaro Verde".

### SPANISH II.

*Grammar* — Marden and Tarr, "A First Spanish Grammar".

*Composition* — Wilkins, "Elementary Spanish Prose Book".

*Reading* — Books such as the following are read: Altamirano, "La Navidad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela"; Moratín, "El Sí de las Niñas"; Valdés, "La Hermana San Sulpicio".

### SPANISH III.

*Composition* — Seneca, "Spanish Conversation and Composition"; Wilkins, "Elementary Spanish Prose".

*Reading* — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Cervantes, "Don Quixote", selections; Alarcón, "Novelas Cortas".

## HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

#### HISTORY I. 4 periods a week.

English History. Elementary Course. Mackie, "A Short Social and Political History of Britain".

#### HISTORY II. 4 periods a week.

Ancient History. West, "Ancient World". Meets college entrance requirements.

#### HISTORY III. 4 periods a week.

A. American History and Civics. Muzzey, "History of the American People"; McKinley, "Illustrated Historical Topics". Meets college entrance requirements.

B. English History. Advanced Course. Cheyney, "Short History of England". Meets college entrance requirements. These courses are given in alternate years.

#### HISTORY IV. 4 periods a week.

Mediaeval and Modern History. Robinson, "Mediaeval and Modern Times". Meets college entrance requirements.

#### HISTORY V. 2 periods a week.

Modern and Contemporary European History. Schapiro and Morris, "Civilization in Europe". Emphasis is laid on social and economic as well as political matters, especially as they explain present-day world problems. Map work, outlining and making of charts is required.

#### HISTORY OF FINE ARTS. 2 periods a week.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-books and reference work. Fletcher, "History of Architecture"; Gardner, "History of Art".

#### HISTORY OF MUSIC.

See "Music Courses" p. 48.

CURRENT EVENTS. 2 periods a week.

The object of this course is to train the judgment of the students and to help them to take an intelligent and responsible interest in the affairs of their own country and of the world.

Newspapers, periodicals and library reference books are used.

In 1929-30, "Poverty and Waste" by Hartley Withers, Lawton, "The Russian Revolution", and Etherton, "The Crisis in China" were studied.

## M A T H E M A T I C S

All students are required to complete a year's work in Elementary Algebra, and a year's work in Plane Geometry.

College Preparatory students take additional work in Algebra before taking up the work of the Senior year.

A review of both Algebra and Geometry, completing the college requirement, is given in the Senior year.

FIRST YEAR. 5 periods.

Algebra. Durell and Arnold, "Elements of Algebra".

SECOND YEAR. 5 periods.

Geometry. Durell and Arnold, "Plane Geometry".

THIRD YEAR. 2 periods.

Algebra. Wentworth and Smith, "School Algebra", Part II.

FOURTH YEAR. 5 periods.

Algebra. Longley and Marsh, "Algebra"; Rivenburg, "A Review of Algebra"; McCurdy and Tower, "Exercises in Algebra"; Bartlett-Creelman, "Algebra Review Exercises."

Geometry. Schultze-Sevenoak-Schuyler; also, Globe Outline Series, "Plane Geometry"; Newton-Lynde, "Exercises in Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratories are equipped for individual work; the library is well supplied with reference books, and text-books are supplemented by collateral reading and informal lectures.

GENERAL SCIENCE. 3 periods a week.

A brief introduction to the natural sciences. The aim of this course is to give some acquaintance with simple facts and principles of natural science and to arouse interest in scientific phenomena of every-day life.

BIOLOGY. 5 periods a week.

*First Semester* — A general introduction to animal morphology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of some typical forms of animal life.

*Second Semester* — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course, emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

ASTRONOMY. 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a five-inch Alvan Clark telescope, equatorially mounted.



**GEOLOGY.** 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Laboratory work and field study of river, glacier, and seashore phenomena.

**CHEMISTRY.** 8 periods a week including laboratory work.

A study of the more important elements and their compounds, and of the theories and laws underlying simple chemical processes, with practice in the solution of problems; individual laboratory work under the supervision of the teacher, including some experiments of a quantitative nature.

Throughout the course, emphasis is placed upon the practical applications of chemistry.

This course meets the college entrance requirements.

**PHYSICS.** 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, and electricity.

Emphasis upon the practical application of principles; practice in solution of problems; lecture table demonstrations, and at least thirty-five experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

**SURVEY OF SCIENCE,** for advanced students only. 2 periods a week.

The development of scientific ideas from the time of Aristotle, with emphasis upon the discoveries and inventions of recent times and their effect upon industrial and social life. The object of the course is to rouse general interest in the sciences and its value is cultural rather than technical.

## HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

**HOUSEHOLD ECONOMICS I.** 4 periods a week. Senior or Senior Middle year.

*Household Management* — 1 period a week. Housewifery, marketing.

*Dietetics* — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

*Laboratory* — 2 periods a week. Cookery, food experiments.

HOUSEHOLD ECONOMICS II. 4 periods a week. Senior year.

*House Building* — 1 period a week. Location, sanitation, planning and furnishing.

*Household Management* — 1 period a week, first semester. Division of income. Personal and household accounts.

*Study of Textiles* — 1 period a week, second semester. Production, cost, use, care.

*Laboratory* — 2 periods a week. Sanitation, first semester. Needlework, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

## PHILOSOPHY

Open only to members of the Senior Class. 4 periods a week.

This course includes the elements of Psychology, Ethics, and Christian Theism. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Troland, "Mystery of Mind"; Dewey and Tufts, "Ethics".

Lectures on Christian Theism by the Rev. Charles H. Cutler, D.D.

## BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and

New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

## MUSIC

All students are required to take a one-year course in Musical Appreciation, and one period a week in choral singing. The required appreciation course aims at the development of musical perception and analysis. Typical musical forms are discussed and illustrated at the piano.

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

## MUSIC CERTIFICATE

A group of elective courses covering two years' work is offered to pupils who wish to give more than casual attention to music. These include Theory, History, Ear Training and Appreciation and accompany the technical study of instrument and voice. These electives may be chosen in the Senior Middle and Senior years of the Academic Course. Students who wish to offer Music for college entrance will find

the college requirement covered by these courses. Pupils who wish to continue their musical studies after graduation, either in this country or in Europe, will find this work of fundamental value.

A certificate will be given stating that these courses have been satisfactorily completed.

## MUSIC COURSES

**HISTORY OF MUSIC.** One year, 1 period a week.

This is a lecture course, profusely illustrated by examples showing the evolution of the art of music.

**FUNDAMENTALS OF FORM: Analysis.** One year, 1 period a week.

The language and materials of music; elementary physics of Music.

**THEORY, HARMONY, and EAR TRAINING.** Two years, 4 periods a week.

Construction of major and minor scales; intervals, chords, melody writing; harmonization, modulation; rhythmic; melodic and harmonic dictation.

In order to be admitted to the elective courses in music, as a candidate for the Music Certificate, the pupil must present evidence of musical ability, and training in the fundamentals of musical technique, such as: ability to play all the major scales; ability to read easy music at sight; ability to play or sing one or two prepared classics of moderate difficulty.

In order to receive the music certificate, the pupil must be able to play satisfactorily: piano or organ—a piece of Bach, movement from a classical sonata, a concert piece of the romantic or modern school, a piece prepared without supervision, and a piece of ordinary difficulty at sight. String players are required to play a movement from a classical sonata, a more modern piece, a piece prepared without supervision, and a piece at sight. In vocal music,

the pupil must be able to sing all necessary technical exercises without aid of instrument, one aria from opera or oratorio, a classical or modern song, and a piece at sight.

## CHORAL MUSIC AND RECITALS

Instruction is given all pupils in chorus and hymn singing, and in musical appreciation.

The Fidelio Society offers opportunity for the more advanced study of choral music and part singing.

The Sunday evening service is frequently held in Davis Hall with special choral music. This service is followed by a recital by the director of music, on the three-manual organ in the auditorium.

Recitals by the music pupils in all departments accustom them to public performance.

## A R T

The object of the art course is the development of the mental and emotional capacities and of the powers of perception and appreciation through personal interest and effort.

One period of work each week is required of all students for at least two years: two periods each week may be taken, one period for elementary drawing and one for elementary design. The elementary drawing course includes composition of line, mass and color, figure drawing, simple lettering, anatomy and perspective as they are required. In the elementary course in design, the training aims at a knowledge of the fundamental principles of design and color and their application. This course involves considerable research work in design as found in nature and in the works of man.

A special class is offered for those who wish to develop some particular branch of art. This course includes charcoal and pencil drawing from life and the antique, and painting in oil from still life and the model. The painting class is open only to those who have completed the charcoal work in a satisfactory manner. Block-printing and costume design are offered. Costume design includes drawing



of the figure, research work in the history of costume and its application to present day needs. Sculpture is open to those who would like to specialize in that branch. Individual attention is given each student.

The Course in History of Art, open only to Seniors, (see History, p. 42 ) is an important part of the art training of the school.

Visits are made to the Boston Museum of Fine Arts, the Isabella Gardner Museum, and other collections of interest.

The Studio is large, well lighted and equipped with many casts of the best Greek, Roman and Renaissance sculpture.

There is a permanent collection of works of art in the John-Esther Art Gallery and various loan exhibitions are held there.

There is an extra fee for the Special Class but there is no charge for the regular class work. It is hoped that as many as possible who wish to enter the Special Class will avail themselves of the opportunities offered in the regular classes.

## S P O K E N E N G L I S H

### FUNDAMENTAL WORK IN VOCAL EXPRESSION.

The purpose of this course is to develop a good speaking voice and to establish ease in platform presentation whether it be in speaking, debating, or the interpretation of literature; to improve the speech and to correct the defects in diction of the pupil. A study is made of the essentials of voice, and the co-ordination of mind, voice and body. Appreciation of literature is sought through oral reading. In class work, both theory and practice are considered. Students are required to take at least two years of this fundamental work.

Textbooks used: "Foundation of Expression" by S. S. Curry. "Classics for Vocal Expression" by S. S. Curry.

PLATFORM ART: Private instruction in public reading.

Principles of interpretation are applied to various forms of literature and the student is trained to think logically and creatively.



## DRAMATIC TRAINING AND PLAY PRODUCTION.

Particular attention is paid to the literary, dramatic and poetic values which are revealed through vocal expression. The great English plays, both classic and modern, are studied and presented, as well as one-act plays of literary and artistic merit.

The Abbot Dramatic Society has for its object the study of dramatic interpretation and play production. Among the plays presented by the society have been; "Jazz and Minuet" by Ruth Giorloff, "Martha's Mourning", by Phoebe Hoffman, "Overtones", by Alice Gerstenberg, and "Fiat Lux", by Faith Vilas. Under the direction of the dramatic instructor, the Senior Middle Class presents each year, a group of one-act plays and the Senior Class presents the most formal play of the year. Among the plays recently produced by these classes have been: "The Land of Heart's Desire" by Yeats, "The Knave of Hearts" by Saunders, "A Flitch of Bacon", by Eleanor Hinckley, "Rich Man, Poor Man", by Bertha Burrill, "Monsieur Beaucaire", by Booth Tarkington, "Pomander Walk" by Parker, "Prunella", by Lawrence Housman, "She Stoops to Conquer", by Goldsmith and several of Shakespeare's Comedies.

## PHYSICAL EDUCATION

The object of the work is to develop vigorous, graceful and efficient women.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Shower-baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

Physical measurements are made by the Director at the beginning and end of the school year. Medical Examinations are made by the Examining Physician of the school before students are permitted to undertake vigorous athletic work or gymnastics.

Unless in the opinion of a physician it is unwise for her to

do so, each student is required to take the regular work in Physical Education, and to register for some form of athletic work.

During the winter and spring, classes in gymnastics, and in rhythmic work meet twice a week. Every student must be enrolled in one or the other line of work.

Special individual corrective and health gymnastics are given to those students who, upon physical examination, are found to have poor posture. Special classes will be formed for those who are not equal to the more vigorous work in physical education, yet who would be benefited by regular, directed exercise.

A course of lectures in Hygiene is given in the fall, by the Physical Director or by a woman physician, to the whole school.

The Director of Physical Education is in charge of athletics and outdoor sports.

## EXPENSES

Board and Tuition, per year	. . .	\$1400.00
Tuition for Day Scholars	. . .	450.00
Piano and Organ, per year:		
Two half-hour lessons a week	. .	200.00
Use of piano, one period daily	. .	15.00
Use of organ and electric blower, one period daily	. . . .	30.00
Vocal Music, per year:		
Two half-hour lessons a week	. .	200.00
Violin, per year:		
One hour lesson a week	. . .	200.00
Violoncello: according to charge of instructor		
Drawing and Painting: special lessons,		
Two periods a week, per year	. .	100.00
Vocal Expression: private lessons, one lesson a week, per year	. . . .	100.00

Physical Examination . . . . .	\$1.50
Tutoring, per hour . . . . .	2.00
Laboratory Fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoology, each . . . . .	2.00
Cooking, and Sewing, according to cost of materials used . . . . .	
School Concerts and Lectures . . . . .	5.00
Pew Rent, per year . . . . .	3.00
Laundry, at current rates	

Payments for board and tuition must be made to the Treasurer as follows: *Boarding Students*: twenty-five dollars (\$25) at the time of registration, for reservation of place; eight hundred and twenty-five dollars (\$825) in September, at the time of entrance; and five hundred and fifty dollars (\$550) on February first. *Day Students*: twenty-five dollars (\$25) at the time of registration, for reservation of place; two hundred and twenty-five (\$225) in September, at the time of entrance; and two hundred dollars (\$200) on February first. The fee for reservation of place is forfeited if the place is not taken. Bills for Art and Music are payable one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and *no deduction is made for late entrance, absence or removal* before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of at least fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 20). This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds amounting to nearly one hundred thousand dollars.

The Emma G. Easton Scholarship . . . .	\$1000
The Brewster Scholarship . . . .	1000
The French Scholarship . . . .	1000
The New Hampshire Scholarship . . . .	1000
The Draper Scholarship . . . .	1000
The Minnie E. Lewis Scholarship . . . .	1000
The Abby W. Boyd Scholarship . . . .	1000
The Rice Scholarship . . . .	1000
The Rufus S. Frost Scholarship . . . .	1000
The Nancy J. Haseltine Scholarship . . . .	2000
The Mary A. Richards Scholarship . . . .	400
The Faith Scholarship . . . .	700
The Phebe Fuller McKeen Scholarship . . . .	3000
The Andover or Coburn Scholarship . . . .	2000
The John Cornell Scholarship . . . .	3000
The Frieda Gerlach Billings Scholarship . . . .	7500
The Timothy Augustus Holt Scholarship . . . .	26000
The Raymond Scholarship . . . .	5000
The Charlotte Cornell Scholarship . . . .	4000
The Charlotte Ward Briant Scholarship . . . .	1000
The Stephen M. Knevals Scholarship . . . .	3000
The Ruth Parker Scholarship . . . .	1000
The Sarah Cushing Sharp Scholarship . . . .	1000
The Abby N. Smart Scholarship . . . .	2000
The Margaret Duncan Phillips Scholarship . . . .	5000
The Fanny Gleason Tenney Scholarship . . . .	22125

The income of these funds is administered in accordance with the conditions attaching to each.

## TRUSTEES SCHOLARSHIPS

In 1930-31, the Trustees will grant ten annual scholarships to boarding pupils of restricted means taking one

of the two regular courses. There will be two groups of these scholarships.

1. Five scholarships of \$300 each may be awarded to new pupils entering Senior Middle Class or Junior Middle Class.

2. Five scholarships of \$200 each may be awarded to returning pupils who are to be in the Senior or the Senior Middle Class.

These awards will be made only on the basis of excellent ability as indicated by previous school record and whatever scholastic tests may be required, and of high personal quality as evidenced by the interests, dispositions and achievements of the candidates.

The granting of any or all of these scholarships may be withheld at the discretion of the Principal and of the Treasurer. Further information concerning the conditions under which these scholarships will be granted may be obtained from the Principal.

## ENROLLMENT OF STUDENTS

Boarding Students	141
Day Students	42
	<hr/>
	183
Academic	90
College Preparatory	93
	<hr/>
	183

## GEOGRAPHICAL DISTRIBUTION

Massachusetts, ninety-five; New York, twenty-five; Connecticut, fifteen; Maine, seven; New Hampshire, six; New Jersey, six; Illinois, five; Pennsylvania, four; Ohio, four; Indiana, three; Oklahoma, two; Virginia, Michigan, Vermont, Maryland, Florida, Philippine Islands, India, Korea, China, and Arabia, each one.

## F U N D S

### SCHOLARSHIPS

Recent gifts have added materially to the scholarship funds available for student aid. The total income from such invested funds, however, is far from adequate to meet the demands for aid for worthy and promising students. It is hoped that those who believe in the training and ideals of Abbot Academy will wish to add to these funds.

### MEANS MEMORIAL LIBRARY FUND

In 1923, a fund was established for a Means Memorial Library, in memory of Emily Adams Means, Principal of Abbot Academy from 1898 to 1911. This fund now stands at a few thousand dollars. In the meanwhile, the present library accommodations have become taxed to the utmost, and enlargement is imperative. To meet a vital need of the school by so appropriate a memorial to its former Head should appeal to all those interested in the Academy.

### CENTENNIAL LOYALTY FUND

The Abbot Academy Centennial Loyalty Fund was established in 1920 by the Alumnae Association to provide a General Endowment for the Academy, through the gifts of its alumnae, in recognition of the one hundredth anniversary of the founding of the school.

Through the efforts of Miss Alice Carter Twitchell, Director of the Fund since its initiation, a large percentage of former students made contributions for this object. The presentation of the Fund to the Trustees by Miss Twitchell occurred in connection with the formal celebration of the centennial anniversary, June 5, 1929.

### ANNUITIES

Alumnae and friends of the school who would gladly make gifts to its endowment but feel that they need the income for their own support may be interested to know of the possibility of making a gift on an annuity basis.



By this plan, it may be arranged that donors of sums of \$500.00 or more receive in return life annuities. These provide a secure income without further anxiety as to investment, and in addition give to their donors the satisfaction of seeing during their lives the way in which their gifts are used. Several of our friends are already enjoying the double benefits of this mode of gift.

## PUBLICATIONS

### THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from members of the school, it furnishes news of the events of the year, and much space is given to items concerning alumnae and former students. Price, per year, \$1.50.

### THE ABBOT BULLETIN

The Abbot Bulletin is a semi-annual publication sent out from the school by the Alumnae Association and the Board of Trustees to all former members of the school. It contains news of the school and of its policies that is of special interest to the Alumnae, and also general news and announcements of the Alumnae Association, and of the Abbot Academy Clubs.

It does not, as a rule, contain personal items about the Alumnae. Such items may be found in The Abbot Courant.

### THE ABBOT ACADEMY REGISTER

A register of the names and addresses of present and past students of Abbot Academy has been recently compiled. About four thousand names are listed, including over a thousand students who have attended the school since the publication of the biographical catalogue in 1913. There are alphabetical and geographical indexes in addition to the arrangement according to classes. The price is one dollar, including postage.

## THE HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the opening of the school in 1829 to the close of Miss McKeen's administration in 1892, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. The price is two dollars per volume.

## "ABBOT ACADEMY SKETCHES"

A volume entitled "Abbot Academy Sketches, 1892-1912" written by Miss Katherine R. Kelsey, was published by Houghton, Mifflin Company in the Centennial year. The book covers the administrations of Miss Laura S. Watson and Miss Emily A. Means. The price, when ordered through the school, is one dollar and fifty cents (plus fifteen cents for postage).

## A CYCLE OF ABBOT VERSE

A book of verse by former students of Abbot Academy was issued in connection with the observance of the centennial of the school. It contains about one hundred poems arranged in chronological succession, most of them originally published in the Abbot Courant. The price is one dollar and fifty cents.

Any of these publications will be promptly forwarded upon receipt of the price. Address, Alumnae Office, Abbot Academy, Andover.

## ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00. This association helps the school, not only by strengthening associations and stimulating loyalty, but very practically, as the interest of its funds is devoted to the needs of the

Academy. Application for admission to membership may be made to Miss Mary Bancroft, Secretary, Abbot Academy Alumnae Association, Abbot Academy, Andover, Mass.

#### ABBOT ACADEMY CLUBS

Abbot Academy Clubs in Boston and New York have long been established. Abbot Academy Clubs have recently been formed in Detroit, Chicago, Pittsburgh, Philadelphia, Central Ohio, Cleveland, Connecticut, Old Colony and Eastern and Western Maine. All these clubs have stated meetings during the year and welcome present and former members of the school.

Information about these clubs may be obtained by addressing Abbot Academy.

# STUDENTS, 1929-1930

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## ACADEMIC SENIOR CLASS

Louise Atkinson	<i>Georgetown</i>
Ruth Baker	<i>Winthrop</i>
Donna MacDonald Brace	<i>Pelham Manor, New York</i>
Kathryn Bouvé Dutton	<i>Wakefield</i>
Kathie Fellows	<i>Salem</i>
Katharine Foster	<i>Concord, New Hampshire</i>
Florence Loomis Gardner	<i>New London, Connecticut</i>
Cornelia Brownell Gould	<i>Burkeville, Virginia</i>
Jeanne Merrill Harrington	<i>Andover</i>
Jessie Marianne Hirst	<i>Seoul, Korea</i>
Alice Debaker Hoyt	<i>Salem</i>
Barbara Lamson	<i>Everett</i>
Lucile Fitz-Randolph Leavitt	<i>West Newton</i>
Mary Fegely McCaslin	<i>Pottstown, Pennsylvania</i>
Frances Elizabeth Quinby	<i>Milford, Connecticut</i>
Mary Beatrice Richards	<i>Andover</i>
Eleanor Warren Ritchie	<i>Newton Center</i>
Doris Seiler	<i>South Orange, New Jersey</i>
Elizabeth Tarr	<i>Beverly</i>
Marjorie Turner	<i>Arlington</i>

## COLLEGE PREPARATORY SENIOR CLASS

Elizabeth Burt Brewer	<i>Larchmont, New York</i>
Elizabeth Heermance Brown	<i>Nyack, New York</i>
Elaine Rey Burt	<i>Andover</i>
Rosamond Castle	<i>Quincy, Illinois</i>
Charlotte Gay Chamberlain	<i>Sharon, Connecticut</i>
Elenita Cowee	<i>Brookline</i>
Elizabeth Crowninshield Dean	<i>Brookline</i>
Hortense Dunbar	<i>Lynn</i>
Alice Mary Eckman	<i>Forest Hills, New York</i>
Grace Bradbury Hadley	<i>Andover</i>
Evelyn Eldelia Hamilton	<i>Limestone, Maine</i>
Barbara Mary Healey	<i>North Andover</i>
Alma Goodwin Hill	<i>Lowell</i>
Christine Hollands	<i>Hornell, New York</i>
Barbara Violet Lord	<i>Andover</i>
Janice Lovell	<i>Melrose</i>
Mary Jane Owsley	<i>Youngstown, Ohio</i>

Elizabeth Norris Perry  
 Jeanette Launder Quimby  
 Miriam Hood Rand  
 Helen Ripley  
 Mary Theoda Shepard  
 Helen Jean Simpson  
 Barbara Crawford Smith  
 Marianna Smith  
 Elizabeth O'Neil Stout  
 Doris Lydia Sturtevant  
 Frances Joan Royle Sullivan

*Andover*  
*Portland, Maine*  
*New York, New York*  
*Andover*  
*Franklin, New Hampshire*  
*Galesburg, Illinois*  
*New Hartford, New York*  
*Brookline*  
*Pittsburgh, Pennsylvania*  
*Somerville*  
*Nashua, New Hampshire*

#### ONE-YEAR GIRLS

Alice Louise Canoune  
 Mary Carpenter Emlen  
 Dora Maxwell  
 Mary Elizabeth Walworth

*Plainfield, New Jersey*  
*Germantown, Pennsylvania*  
*Ardmore, Oklahoma*  
*Newton Center*

#### ACADEMIC SENIOR MIDDLE CLASS

Doris Allen  
 Katherine Lockhart Allen  
 Mary Stewart Angus  
 Mary Lockhart Bacon  
 Miriam Elizabeth Bass  
 Katharine Pollock Brace  
 Cora Louise Budgell  
 Abby Locke Castle  
 Constance Chamberlin  
 \*Elizabeth Dunbar Chapin  
 Faith Chipman  
 Flora Mabel Collins  
 \*Katherine Cook  
 Clement Cynthia Cruce  
 Frances Upson Flory  
 Katherine Thomas Flory  
 Evelyn Alice Folk  
 \*Jane Goodell  
 Harriet Gregory  
 Audrie Drusilla May Griffiths  
 Elsie Carol Grosvenor  
 Kathryn Ingram  
 Catherine Veghte Ireland  
 Monica Keith  
 Edith Mary Keller  
 \*Sylvia Larsson  
 Virginia Lillard  
 Lisette Micoeau  
 Elizabeth Moser  
 Florence Norton  
 Margaret Josephine O'Leary

*Marblehead*  
*Manchester-by-the-Sea*  
*Andover*  
*Tarrytown, New York*  
*Greenwich, Connecticut*  
*Pelham Manor, New York*  
*Danvers*  
*Quincy, Illinois*  
*Windsor, Connecticut*  
*Newton Center*  
*Boston*  
*Andover*  
*New Bedford*  
*Oklahoma City, Oklahoma*  
*Newark, Ohio*  
*Newark, Ohio*  
*Andover*  
*New York, New York*  
*Winchester*  
*Torrington, Connecticut*  
*Washington, D. C.*  
*Peking, China*  
*Johnstown, New York*  
*Brookline*  
*Thomaston, Maine*  
*Hyde Park*  
*Marion*  
*Providence, Rhode Island*  
*Westfield, New Jersey*  
*Skowhegan, Maine*  
*Waban*

Mary Owen  
 Katharine Allen Phelps  
 Linda Rollins  
 Eleanor Louise Royce  
 Marcia Rudd  
 Gretchen Sawyer  
 Dorothy Stevenson  
 Mary Dorothy Welch  
 Marie Hoffman Whitehill  
 \*Wilhelmina Woodbury

*Dover-Foxcroft, Maine*  
*Greenfield*  
*Winchester*  
*St. Albans, Vermont*  
*Hartford, Connecticut*  
*Springfield*  
*Quincy, Illinois*  
*Andover*  
*Newburgh, New York*  
*Gloucester*

\*Incomplete

## COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Anne Goodnow Berry  
 Metta Louise Bettels  
 Dorothy May Bolton  
 Emily Bullock  
 Muriel Ruth Cann  
 Nancy Whitney Carr  
 Mary Elizabeth Dix  
 Helen Lydia Dodge  
 Barbara Graham  
 Dorothy Hunt  
 Mary Jane Manny  
 Charlotte Amy Marland  
 Carol Edwards Pike  
 Frances Ellen Scudder  
 Janet Gray Simon  
 Mary Elizabeth Smead  
 Gertrud Van Peursem  
 Barbara Helen West  
 Nanine Wheeler

*Asbury Park, New York*  
*Bridgeport, Connecticut*  
*North Andover*  
*Andover*  
*Freeport, Long Island, New York*  
*Bridgewater*  
*Andover*  
*Douglaston, Long Island, New York*  
*Andover*  
*Whitman*  
*Michigan City, Indiana*  
*Ballard Vale*  
*Mattituck, Long Island, New York*  
*Tindavanam, South Arcot, India*  
*Manchester, Connecticut*  
*Toledo, Ohio*  
*Muscat, Arabia*  
*New York, New York*  
*Jacksonville, Florida*

## JUNIOR MIDDLE CLASS

Ann Adams  
 Helen Stearns Allen  
 Elizabeth Ross Bigler  
 Harriet Elizabeth Bolton  
 Virginia Brown  
 Marion Saunders Burrige  
 Pauline Holt Burrtt  
 Lucy Holley Drummond  
 Joyce Compton Henry  
 Leonore Sarah Hezlitt  
 Constance Hoag  
 Elizabeth Elaine Holihan  
 Marie Alice Holihan  
 Mary Irene Hyde  
 Susan Parker Johnstone

*Scarsdale, New York*  
*Andover*  
*Andover*  
*North Andover*  
*Keene, New Hampshire*  
*Andover*  
*Andover*  
*Bronxville, New York*  
*Andover*  
*Winchendon*  
*Boston*  
*Andover*  
*Andover*  
*Ware*  
*Woodstock, Connecticut*



Elizabeth Hope Lathrop  
 Virginia Florence Lawton  
 Hilda Wood Lynde  
 Ruth Lydia Mailey  
 Lona Joy Mathes  
 Clare Mary O'Connell  
 Elizabeth Caroline Piper  
 Rachel Creelman Place  
 Eunice Randall  
 Dorothy Reinhart  
 Katharine Brigham Roth  
 Jere Finch Schell  
 Rosamond Taylor  
 Georgia Thomson  
 Elizabeth Frances Vincent  
 Mariette Whittemore  
 Jean Will

*Brooklyn, New York*  
*Torrington, Connecticut*  
*Andover*  
*Andover*  
*Dover, New Hampshire*  
*Andover*  
*West Hartford, Connecticut*  
*Somerville*  
*Hartford, Connecticut*  
*Andover*  
*Andover*  
*Newton Center*  
*Williamstown*  
*New Britain, Connecticut*  
*Manila, Philippine Islands*  
*Andover*  
*Rochester, New York*

## JUNIOR CLASS

Milda Allen  
 Mary Constance Bliss  
 Elizabeth May Boyce  
 Caroline Bullock  
 Helen Sawyer Buttrick  
 Virginia Chapin  
 Lois Chapman  
 Louise Boynton Child  
 Antoinette DeWitt Force  
 Alice Virginia Fulton  
 Ursula Ingalls  
 Catherine McDonald  
 Penelope May Page  
 Helen Bullard Rice  
 Jane Ritchie  
 Ethel White Rogers  
 Virginia Scheuer  
 Alice Schultz  
 Clara Elizabeth Smith  
 Elizabeth Ella Tompkins  
 Elizabeth Dixon Turner  
 Marion Van der Veer  
 Hazel Rose Walters

*Brookline*  
*Scranton, Pennsylvania*  
*Andover*  
*Andover*  
*Andover*  
*Andover*  
*Newton Highlands*  
*Terre Haute, Indiana*  
*Montclair, New Jersey*  
*Indianapolis, Indiana*  
*Boxford*  
*Andover*  
*Andover*  
*Marlboro*  
*Andover*  
*Belmont*  
*Brookline*  
*Wellesley Hills*  
*Methuen*  
*Torrington, Connecticut*  
*Montclair, New Jersey*  
*New York, New York*  
*Roosevelt, Long Island, New York*

## PREPARATORY CLASS

Ada Eleonora Carlson  
 Ann Cole  
 Georgette Alicia Coutant  
 Elizabeth Morse Flanders  
 Elizabeth Foss

*Andover*  
*North Andover*  
*Flushing, New York*  
*Lawrence*  
*Newburyport*

Olivia McLennan Grant  
 Lena Louise Hamilton  
 Eleanor Harriet Harryman  
 Barbara Kidder  
 Mary Elizabeth Moore  
 Ella Morang Robinson  
 Mary Elizabeth Rockwell  
 Marion Elizabeth Rogers  
 Mary Elizabeth Scutt  
 Ruth Elizabeth Binkerd Stott  
 Mariatta Tower

*Plandome, Long Island, New York*  
*Limestone, Maine*  
*Charleston, Illinois*  
*Andover*  
*St. Clair, Michigan*  
*Ellsworth, Maine*  
*North Andover*  
*Manchester, New Hampshire*  
*Douglaston, Long Island, New York*  
*Andover*  
*Andover*

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## MUSIC STUDENTS

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### PIANO

Milda Allen  
 Elizabeth Ross Bigler  
 Cora Louise Budgell  
 Elaine Rey Burt  
 Alice Louise Canoune  
 Elenita Cowee  
 Katherine Cook  
 Mary Elizabeth Dix  
 Antoinette DeWitt Force  
 Olivia McLennan Grant  
 Evelyn Eldelia Hamilton  
 Lena Louise Hamilton  
 Eleanor Harriet Harryman  
 Leonore Sarah Hezlitt  
 Constance Hoag  
 Elizabeth Elaine Holihan  
 Marie Alice Holihan  
 Catherine Veghte Ireland

Barbara Lord  
 Hilda Wood Lynde  
 Lona Joy Mathes  
 Mary Elizabeth Moore  
 Elizabeth Moser  
 Clare Mary O'Connell  
 Rachel Creelman Place  
 Mary Beatrice Richards  
 Ella Morang Robinson  
 Mary Elizabeth Rockwell  
 Eleanor Louise Royce  
 Jere Finch Schell  
 Virginia Scheuer  
 Alice Schultz  
 Helen Jean Simpson  
 Mary Elizabeth Scutt  
 Rosamond Taylor  
 Elizabeth Ella Tompkins

Mariatta Tower

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### VOICE

Mary Constance Bliss  
 Cora Louise Budgell  
 Muriel Ruth Cann  
 Elizabeth Crowninshield Dean  
 Alice Debaker Hoyt

Elizabeth Hope Lathrop  
 Elizabeth Moser  
 Carol Edwards Pike  
 Helen Ripley  
 Helen Jean Simpson

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### ORGAN

Virginia Chapin  
 Barbara Mary Healey

Mary Fegely McCaslin  
 Emelyn Wright (Post graduate)

## SPECIAL ART STUDENTS

Elaine Rey Burtt  
Faith Chipman  
Frances Upson Flory  
Olivia McLennan Grant

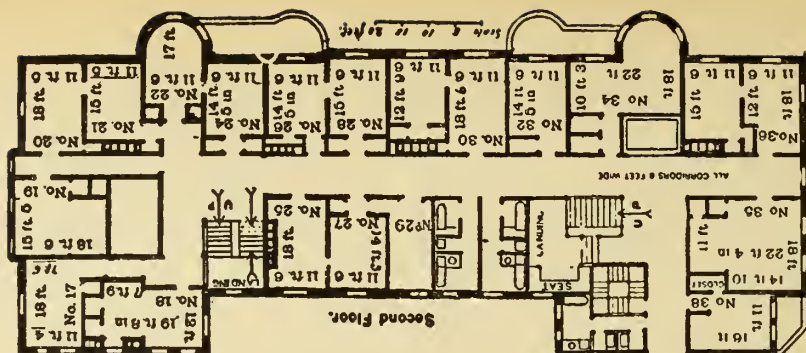
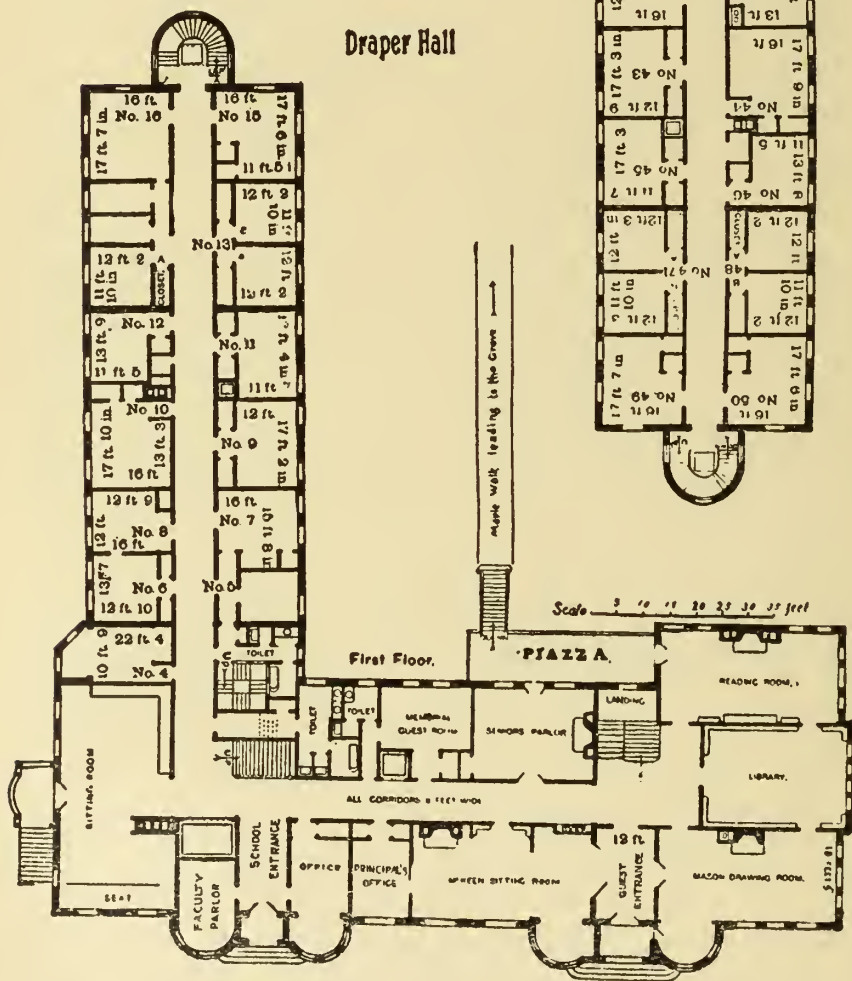
Jessie Marianne Hirst  
Constance Hoag  
Florence Norton  
Mary Elizabeth Smead  
Barbara Crawford Smith

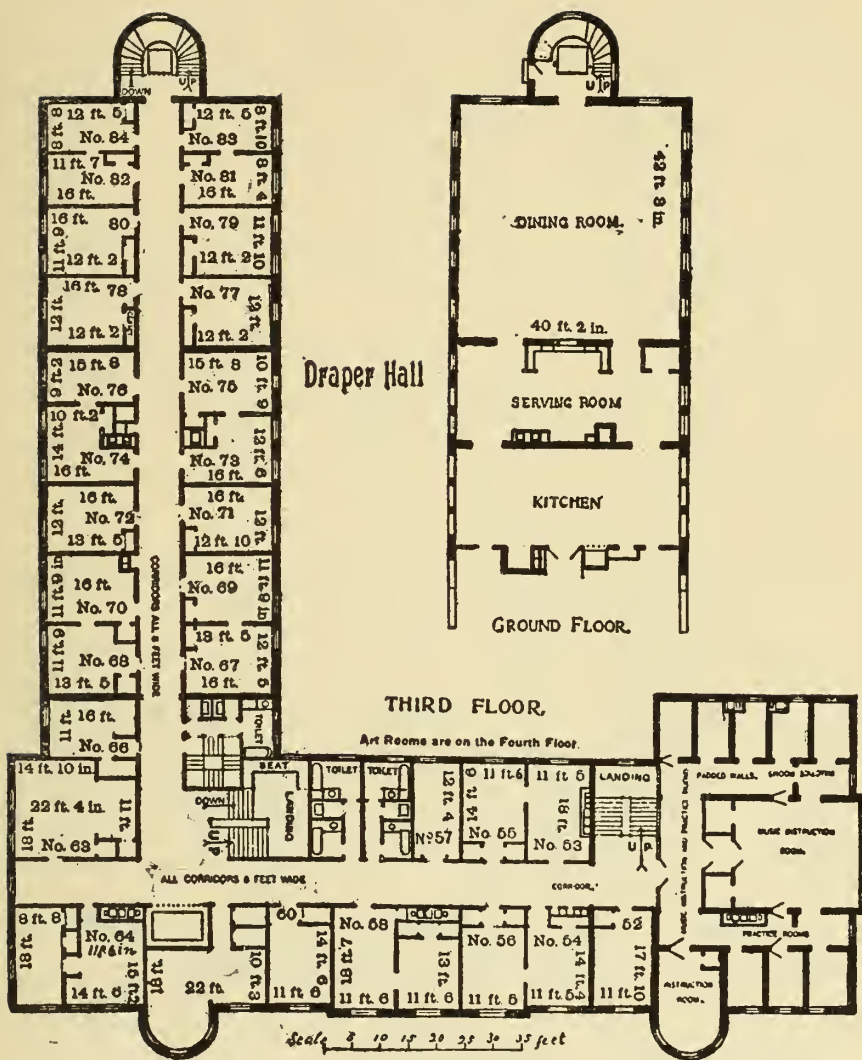
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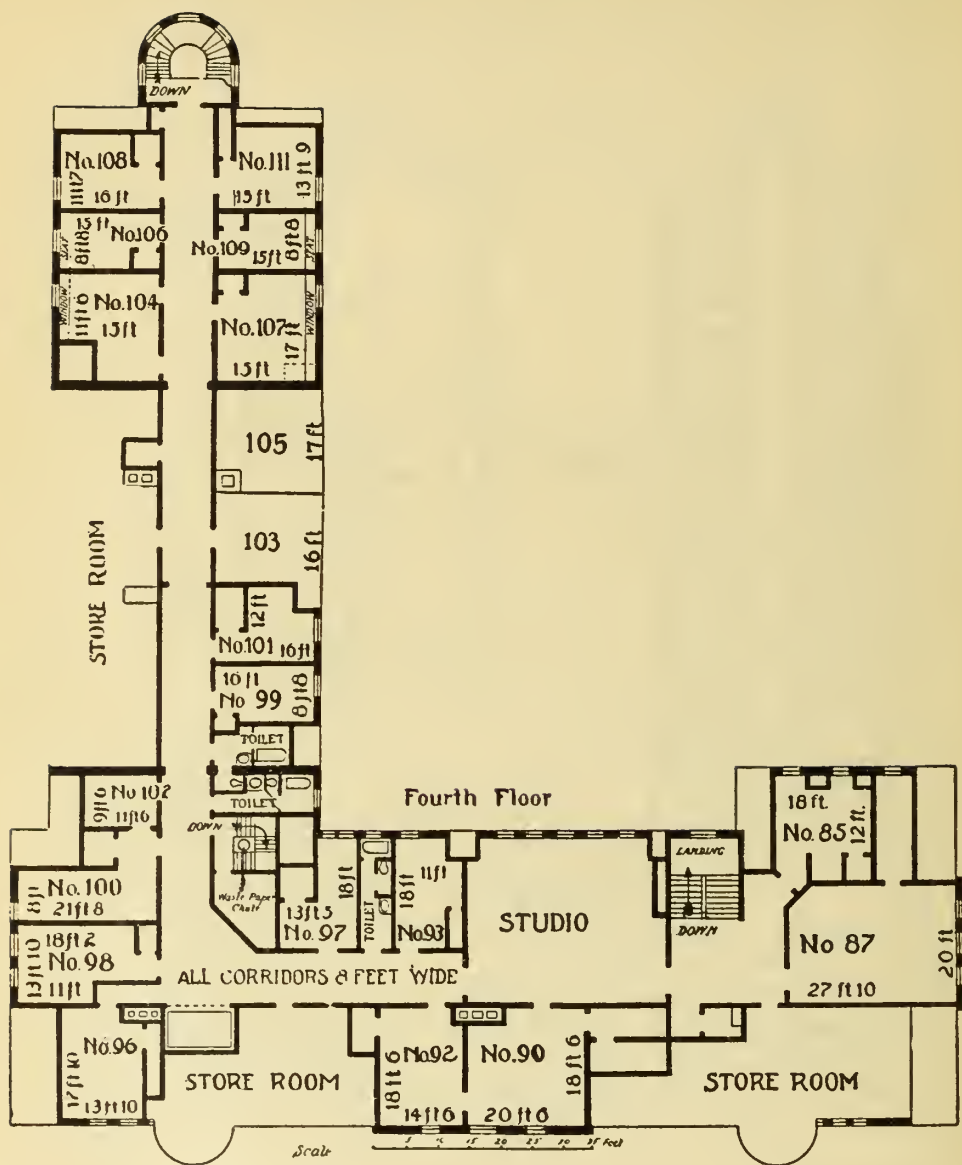
## SPECIAL VOCAL EXPRESSION STUDENTS

Mary Stewart Angus  
Katherine Lockhart Allen  
Louise Atkinson  
Charlotte Gay Chamberlain  
Flora Mabel Collins  
Clement Cynthia Cruce  
Evelyn Alice Folk

Barbara Graham  
Audrie Drusilla May Griffiths  
Christine Hollands  
Janice Lovell  
Eunice Randall  
Mary Dorothy Welch  
Mariette Whittemore

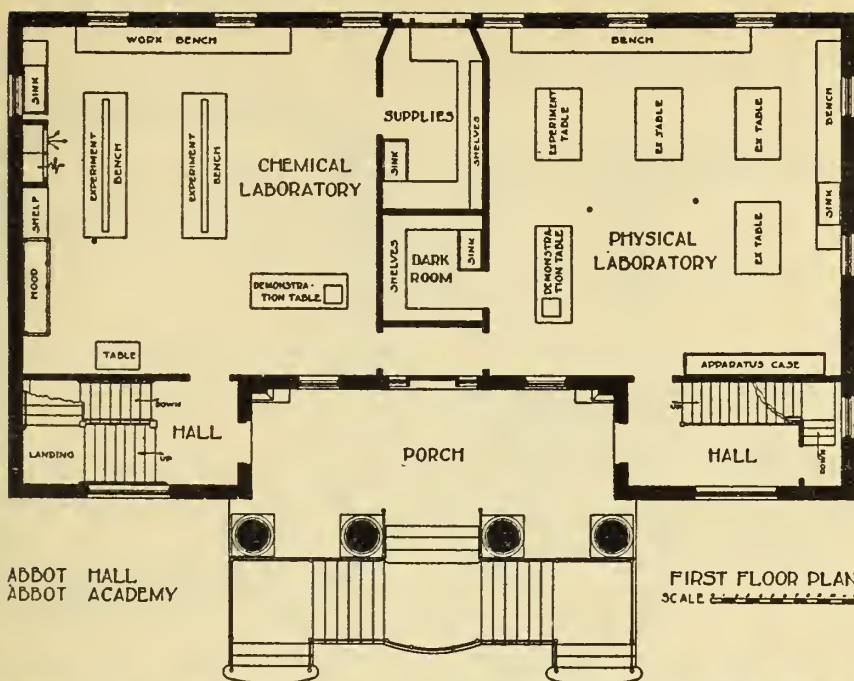






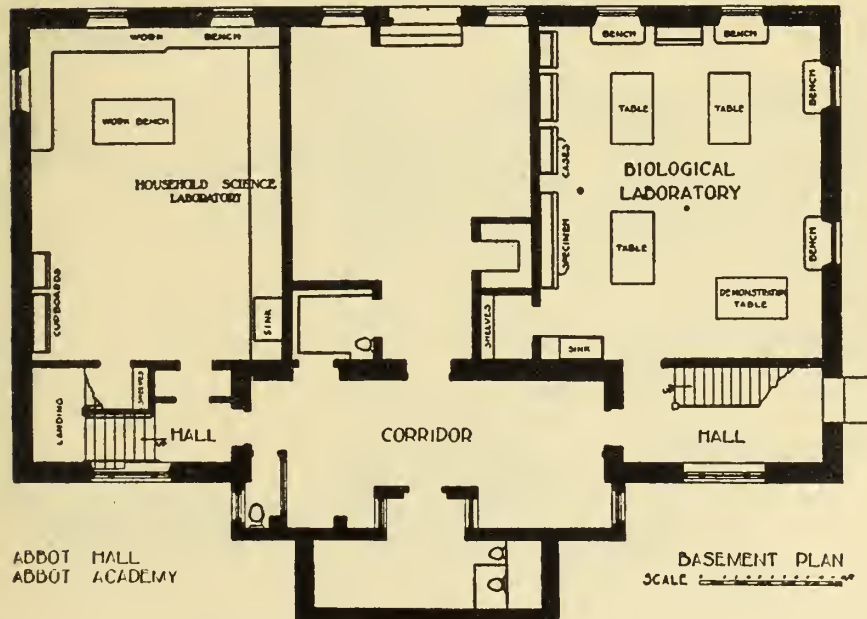
DRAPER HALL





ABBOT HALL  
ABBOT ACADEMY

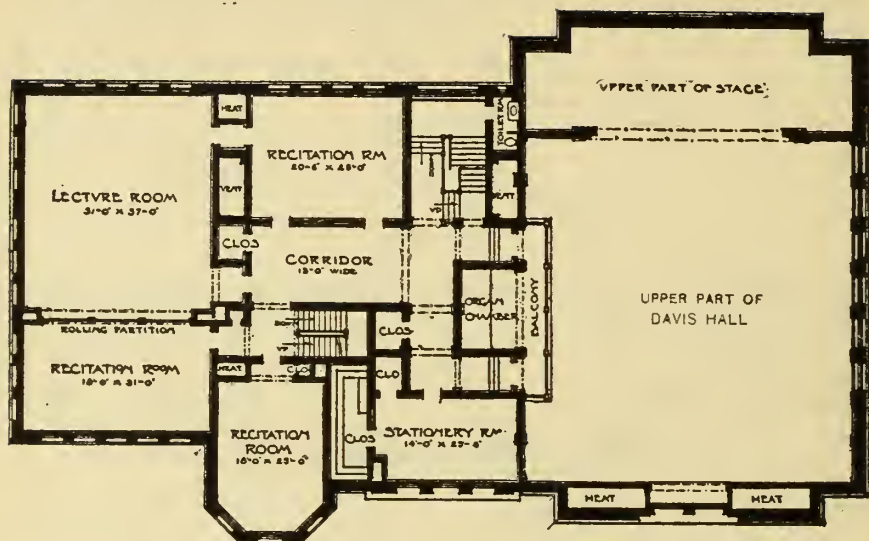
FIRST FLOOR PLAN  
SCALE: 1" = 10'



ABBOT HALL  
ABBOT ACADEMY

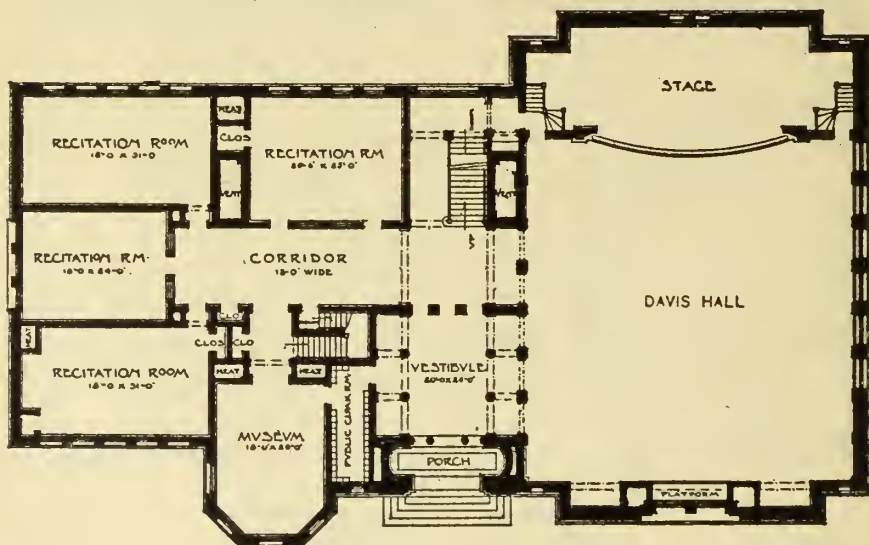
BASEMENT PLAN  
SCALE: 1" = 10'

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



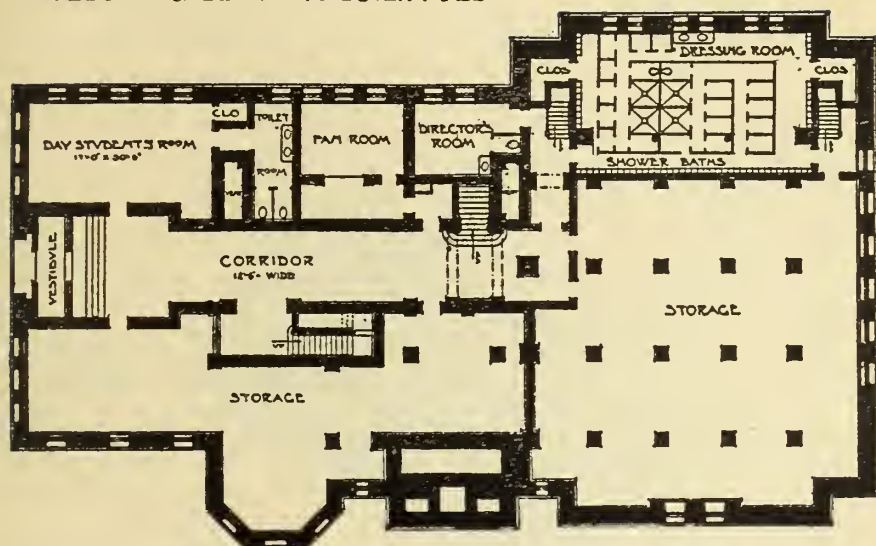
~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.

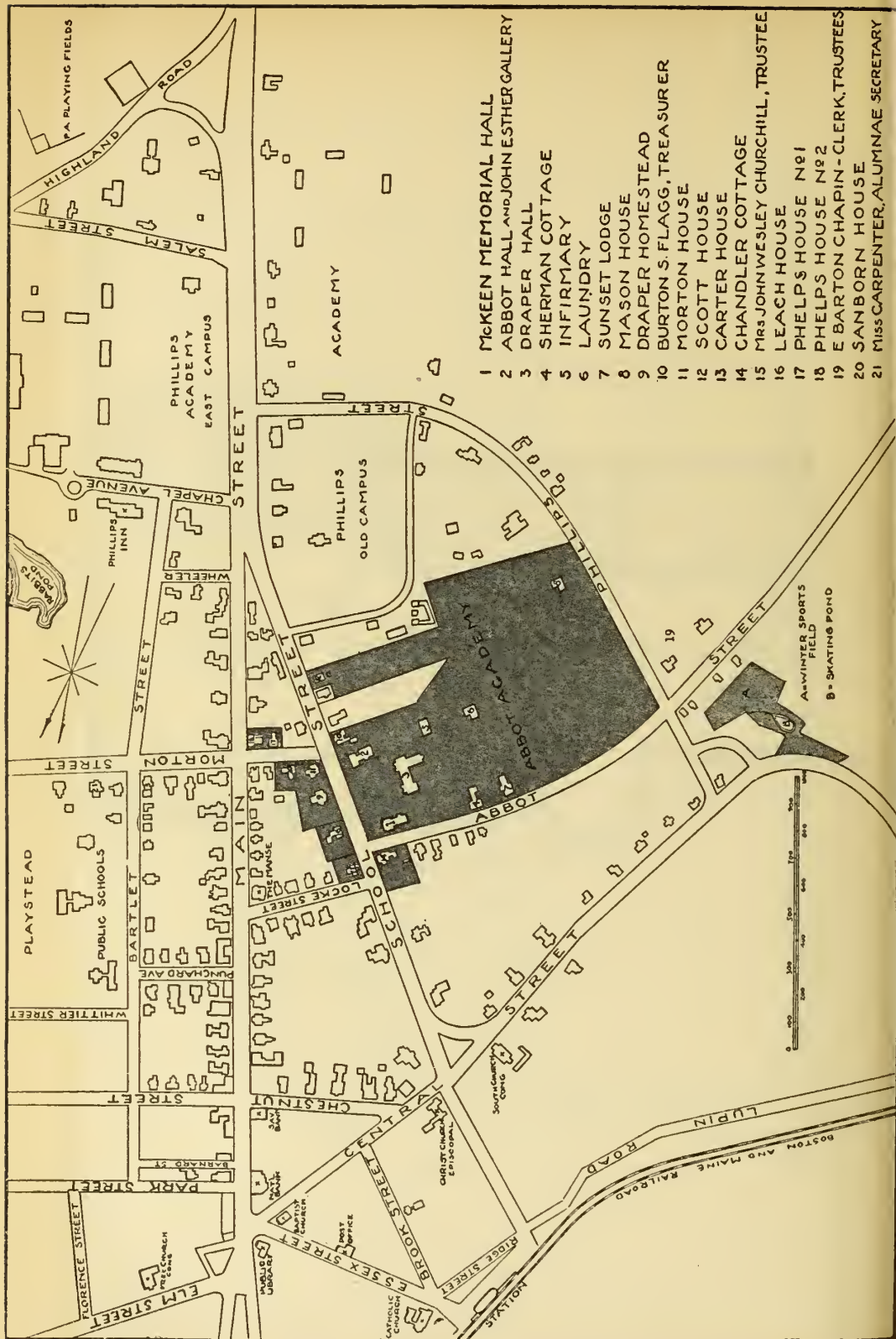


~ PLAN OF FIRST FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



- PLAN OF BASEMENT -





WORK OF GRAMMAR SCHOOL GRADE

	DATE:			DATE:		
	EIGHTH GRADE			NINTH GRADE		
	No. of Weeks	Periods per Week	Grade	No. of Weeks	Periods per Week	Grade
English Grammar						
Arithmetic						
Geography						
History						
Science						
Spelling						
Penmanship						
Reading						
Books read						

Please use the above form for entrance to first year work.

WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
HISTORY: Ancient English					
SCIENCE: Botany Chemistry Physics Physiology					
Laboratory work					

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
*English					
Other subjects					

\* Please give the names of the Grammar studied and of the books read.  
Please explain your marking system.

What is the passing grade?  
What is the certificate grade for college?  
In what quarter of the class do you place this student?

	TEXT BOOK AND AMOUNT COMPLETED	No. of Weeks	No. of Periods per Week	Date of Completion	Rank
MATHEMATICS: Algebra					
Geometry					
LATIN: Grammar and Reader					
Prose Composition					
Caesar					
Vergil					
Cicero					
*FRENCH					

\*Please give the names of the Grammar studied and of the books read.

## Recommendation

(To be filled out by the School Principal)

Please state fully your estimate of the student's character and personality, noting especially her native ability, her power of application, her interest in her work, her influence over her fellow-students, her general promise, her interest in outside activities, her home background. This statement will be regarded as confidential.

## School Record

Name of student

Address of Student, . . . . .

.....

Signed.....

Principal

## School Record

This record when properly filled out should be returned by the School directly to the Principal, Abbot Academy, Andover, Mass.

.....19..

I hereby certify that

Miss. . . . .

has been a pupil in

school from.....to.....

and that the following is a correct statement of the work done by her in the subjects named.

Signature of Principal

Name of School

Address of School

Miss.....

was credited upon entrance with the following subjects:

Subjects	No. Weeks	Periods per Week	Date of Completion	Grade



Full name of applicant

Home address

Telephone number

Date of birth

Full name of parent or guardian

Business

Business address

What was the last school attended by the applicant, and for how long? What other schools has she attended? Is she a graduate of any school?

Does she apply for the academic or college preparatory course?

If for the latter, for what college does she wish to be prepared?

Does she wish to study piano, violin, violoncello, voice? (Cross out those not desired)

Does she wish special lessons  
in drawing or painting?  
in vocal expression?

Does she wish a room-mate?

What is the condition of her health?

What church does she attend?

Is she a member of any church?

Is she to attend in Andover  
the Congregational Church?  
the Episcopal Church?

Address of persons to whom reference may be made:

Social

Financial

## Application Form

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

.....19

Application is hereby made for the admission of my  
....., (name).....  
as a day } student at Abbot Academy, for the school year  
boarding } beginning September , 19 . Enclosed is my check for \$25.00  
for reservation of place, to be credited on the bill for tuition.  
I have carefully read and accept the terms and conditions  
specified in the Abbot Academy Catalogue for the year 1930-31.  
I promise that my .....shall conform to the regula-  
tions of the Academy, and that she shall be punctual in attendance  
at the stated beginning of each term.

.....  
Signature of Parent or Guardian

The form for the school record should be filled in and forwarded at once  
by the Principal of the school last attended, and a testimonial as to character  
should be sent by the Pastor of the church which the student attends.

Address

MISS BERTHA BAILEY,  
*Principal*















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Abbot Academy

Catalogue, 1926-1931

